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OF THE NATIONAL CONGRESS
OF PARENTS AND TEACHERS



April 1937
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No. 8

C O N T E N T S

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	PAGE
Cover.....	Pastel by Ruth Steed
Concerning Contributors.....	2
The President's Message: Family Relationships	
	Mary L. Langworthy 5
"Always Belittling".....	Christine K. Simmons 6
Choose a Camp with Care.....	Henry E. Utter 8
Nobody Loves an Ingrate.....	Henry Neumann 10
The Place of Art in Family and Community Life	
Parent Education Study Course.....	Walter H. Siple 12
The A B C's of a Baby's Clothing.....	Ruth Howard Sayers 14
Seeing Ourselves as Children See Us.....	Frances Ullmann 15
Fathers, Just Fathers.....	Marion F. McDowell 16
In Our Neighborhood: Louis Makes Poor Decisions	
	Alice Sowers 18
The Robinson Family: Is Nancy Too Emotional?	
	Marion L. Faegre 19
For Homemakers.....	Marion Parker 20
Editorial: The Philosophy of the Parent-Teacher Movement	
	Frances S. Pettengill 22
It's Up to Us: Frank Is a Safe Driver.....	Alice Sowers 26
Child in Spring.....	Eleanor A. Chaffee 30
Film Facts.....	Edgar Dale 37
Helps for Study Groups.....	Ada Hart Arlitt 38
Congress Comments.....	39
The P. T. A. at Work.....	Clarice Wade 40
Appreciation—A Parent-Teacher Program	
	Elizabeth Shuttleworth 44
Bookshelf.....	Winnifred King Rugg 46
The Congress Goes to Richmond.....	48
Bulletin Board	48

THE ONLY OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS



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CONCERNING CONTRIBUTORS

"ALWAYS Belittling" is not the first article to be written for us by CHRISTINE K. SIMMONS. She will be remembered for her other work as well as this, for her viewpoint is doubly helpful, being that of teacher as well as parent. For years, she has been an active worker in parent-teacher groups. She took her M.A. degree at the University of Chicago and her Ph.D. at New York University. She has taught in all fields and levels of school work and at present is associate head of the education department at the State Normal School in Fredonia, New York. She acted as consultant for the Children's Village in their child guidance work for a year. Recently, she has been writing stories for children.

"Choose a Camp with Care" comes from HENRY E. UTTER, M.D., who, in addition to his medical practice, is director of a farm camp for small children. Dr. Utter lives in Providence and is chairman of the Rhode Island State Committee of the American Academy of Pediatrics. If either you or your friends are trying to evaluate the advantages of various camps, this article will be a blessing, for it is much more all-encompassing than most discussions of a similar nature.

HENRY NEUMANN's article, "Nobody Loves an Ingrate," is a wise and thoughtful analysis of appreciation, why parents should stress an appreciative attitude in their children, why it makes for richer living, and how it can be fostered. Dr. Neumann has already contributed fine material to the magazine, and will be remembered by our readers. Dr. Neumann's chief work is lecturing. He is leader of the Brooklyn Ethical Culture Society. Among the books which he has written are *Education for Moral Growth*, *Modern Youth and Marriage* and *Lives in the Making*.

Although most

communities do not have such fine facilities as Cincinnati for promoting interest and study of art work for both children and grown-ups, everyone will be interested in what is being done there. A great many will be able to adapt some of these plans to their own equipment. WALTER SIPLE, director of the Cincinnati Art Museum and of the Taft Museum and professor of fine arts at the University of Cincinnati, is



Christine K. Simmons

largely responsible for the program which he describes in "The Place of Art in Family and Community Life."

"The A B C's of a Baby's Clothing" is by RUTH HOWARD SAYERS, who says, "For the last five years, I've concentrated exclusively on discovering just what things used in baby care need improvement most and just how they can be improved. . . . I've worked in department stores and heard mothers'

questions over the counter, conducted experiments in hospitals and learned nurses' ideas and opinions, kept in contact with numerous well-known pediatricians and baby authorities, and, most important of all, carried on a lot of very practical research work in homes with real, live babies, said babies being all sizes, descriptions—and dispositions!" Mrs. Sayers' articles have appeared in the *Journal of Home Economics*, *American Journal of Nursing*, *Public Health Nursing*.

MARION F. MCDOWELL is Extension Specialist in Child Training and Parent Education in the New Jersey Extension Service in Agriculture and Home Economics. She has been active in parent-teacher work and her article, "Fathers, Just Fathers," will be helpful to mothers and fathers alike. After her graduation from Vassar, Mrs. McDowell took work at Teachers College, Columbia University; Rutgers University; and the Vassar Institute of Euthenics.

The fifth editorial in the series on "The Philosophy of the Parent-Teacher Movement" comes from the long and valuable experience of FRANCES S. PETTENGILL. Mrs. Pettengill was active in local parent-teacher work for six years, served as state chairman of Legislation in Michigan for five years, and was elected president of the Michigan Congress for two terms. She was elected Secretary of the National Congress in 1930, Fourth Vice-President in 1932, and First Vice-President in 1934, which office she now holds.

ELEANOR A. CHAFFEE is one of our most popular contributors of poetry, and many of her poems have appeared in the magazine. This month, she is the author of "Child in Spring." Mrs. Chaffee spends her summers in Vermont, and lives in Ridgewood, New Jersey, during the winter months.

If You Are Interested In . . .

The Preschool Child, see pages 14, 16.

The Grade School Child, see pages 6, 8, 12, 15, 16, 19.

The High School Boy and Girl, see pages 6, 8, 12, 15, 16, 18, 26.

Children of All Ages, see pages 5, 10, 46.

Home and School Material, see pages 10, 12.

P.T.A. Problems, see pages 5, 12, 22, 31, 36, 37, 38, 39, 40, 44, 48.

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	Per cent			
Cash	4.28	\$ 55,989,728.76	Policy Reserves	\$1,131,251,577.00
United States Government bonds	20.46	267,668,754.96	Supplementary Contract Reserves	65,970,402.11
State, County and Municipal bonds	4.33	56,714,710.28	Other Policy Liabilities	13,719,192.19
Canadian Government, Provincial and Municipal bonds . .	.72	9,402,107.40	Premiums, Interest and Rents paid in advance	4,242,936.91
Other Foreign Government bonds	.08	1,057,897.22	Miscellaneous Liabilities	4,136,221.51
Railroad, Public Utility and Industrial bonds	31.92	417,596,990.24	Reserve for Taxes	2,314,665.31
Preferred and Guaranteed stocks	1.70	22,190,775.00	Set aside for Dividends in 1937 .	25,024,520.28
Mortgage Loans (at cost) . . .	17.20	224,990,118.64	Reserve for Future Deferred Dividends	98,437.51
Real Estate (at cost or less) . .	4.24	55,501,453.75	Fund for Depreciation of Securities and General Contingencies	61,520,866.43
Policy Loans	12.74	166,624,777.05		
Premiums in course of Collection and Reinsurance due from other Companies	1.17	15,297,971.40		
Interest and Rents due and accrued	1.16	15,243,534.55		
Total Admitted Assets . .		\$1,308,278,819.25	Total	\$1,308,278,819.25

Bonds subject to amortization under Section 18 of the New York Insurance Laws were taken at their amortized, i.e. their book values. Non-amortized bonds and preferred stocks were taken at market values at December 31, 1936, published under the auspices of the National Association of Insurance Commissioners.

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The President's Message



Family Relationships

THERE has never been a time since the establishment of the National Congress of Parents and Teachers when family relationships were not regarded as of first importance in our program.

From the first, the parents, especially mothers, have been counseled to teach "the facts of life" to the little ones around their knees. In the early days, books and articles were written designed to teach mothers how to tell the eternal story of life to their children, thus preparing them for sex relationships which they could not fail to meet when they grew up. These lessons described in vague detail how the flowers used the bees as a go-between, how the birds built nests and sat on the eggs to keep them warm, and finally how the baby's mother prepared a nest under her heart to keep the little one until it was ready to cope with the rigors of family life.

And now, two generations later, a candid and important report on the Education of Youth for Parenthood says that "a large majority of parents are either not competent or not willing to undertake the task" of imparting sex education to their children; another paragraph speaks of the relief of the adolescent in the unwillingness of the parents to give this information because they do it so badly and are obviously so embarrassed in the attempt.

Probably the reason for this indubitably truthful statement is that for so many years we evaded a forthright telling of facts. In our ill-ease we made up what we hoped were charming stories with a kernel of truth, imbedded not too deeply to be apparent to the quick eye of the child.

We deceived ourselves by saying that sexual experience in marriage was too sacred to be talked about and we hid it behind a shimmering curtain of rainbows; but back of the lovely curtain were other doors which could admit things not sacred—ignorance and disease and sin.

Now we are confronted with our own stupidity and when we would flee to the rock of our supposedly high purpose we find that "there's no hidin' place down there" and we must turn and behold ourselves in the mirror of disaster.

The importance of bringing syphilis into the sunlight so that it can be stamped out has been demonstrated for us by a governmental authority which makes it easy for us to follow; the insistence of education for family life has been made by *young people themselves* who have decided that we did not understand its vital importance, or were too timid to give it to them.

The least we, as parents, can do is to grasp enthusiastically these opportunities to correct a stupidity. For the sake of the future of the race we must not be found unwilling or cowardly. We must talk with our children frankly and honestly, sharing with them the knowledge which will help them to meet wholesomely the complex life situations of falling in love, choosing a mate, marrying, establishing a home, and meeting other experiences which contribute to the rich, well-rounded life which we covet for them.

President,
National Congress of Parents and Teachers.

"ALWAYS BELITTLING"

The Wise Parent Encourages Initiative and Independence of Thought in Her Children

NOT long ago my thirteen-year-old son was so discourteous that he jolted me into thinking. At least, as soon as I recovered from the shock the thing gave me, I did set to thinking.

This is what happened. After the fashion of parents the world over, quite thoughtlessly I pointed out all the things that were wrong with Don's clothes as he was leaving the house to go to a movie. He was puzzled, irritated, and at the same time amused—yes, mostly he was amused. But for all that, there was an undercurrent of criticism in his manner—not the ordinary defense of childhood, but honest criticism. Then as a parting shot he put the thing in a nutshell. "Always belittling," was what he said, and was off like a bolt.

Now, we'll all agree that children's "talking back" is a fairly common occurrence, even in the best of homes. Otherwise, I suppose I'd be ashamed of the incident. But being a mother and also a teacher of psychology, Don's parting shot was to me a symptom; and behind a symptom, there's always a cause. The worst of it was, in this case the symptom pointed to me. For, in spite of Don's impudence, I had to admit that he was right. And it made me tingle all over with resentment—first at him, for his lack of respect, then at myself, for deserving it. But soon my sense of humor came to the rescue and I had a good laugh. It was then that I really began thinking.

First of all, the whole matter must be resolved into a plan for myself. What if the oddly-assorted items of apparel my son had selected to wear were not those I should have chosen for him? What if they made neither sense nor artistic unity from my point of view? Whose needs should be the guide, whose standards should prevail in such matters—his or mine? And why was it so difficult for me to let his choice come before mine? These were the questions that must be answered in the light of what modern

psychology I could bring to bear to bolster up an injured ego.

At the same time, the problems struck me as something that all parents might well be helped to thresh out for themselves. And in my efforts to see behind this tendency, I soon came to the conclusion that we are all in about the same boat. The whole thing goes back to unconscious attitudes and motives, the attitudes that are formed so gradually and naturally out of the very air we breathe that we can scarcely be blamed for them.

But there's no point in trying to shrug the whole matter away. It isn't as easy as all that, which I found out in the weeks that followed Don's outburst. For at nearly every turn the same sort of blunder would poke its head up and leer at me. Actually the thing seemed so chronic among parents it got to keeping me awake. Why, it was almost like a disease! And as a disease, it should be worked out—considering symptoms, causes, treatments, and all the rest.

As a matter of fact, it was possible to marshal some facts and principles of child guidance to bring to bear on the matter. Among these the most hopeful was what John Watson calls *reconditioning*—you know, companion to conditioning. He points out, you recall, that we make our children what they are by the way we deal with them; we condition them through environment. Therefore, if we are intelligent, when some strange quirk appears—something we don't like—we start in *reconditioning*, undoing the harm we've done by the conditioning.

Here was my chance to try out the idea. I'd begin all over again with Don—this time on the opposite tack. The matter of clothes, for instance, and my old-fashioned notions about them. What of that? It had bothered as long ago, even, as when he was in the second grade. His strange dislike of getting to school even a little early had been traced to the fact that the other



ILLUSTRATIONS BY
WILLIAM WILLS

children called him "girl-boy," because I'd dressed him too much like a girl. On the advice of his teacher, I put him in jersey suits and sweaters instead of the button-on blouses and flowing bow ties he'd been wearing. And it worked like magic.

A similar right-about face was indicated again. And again the subject of clothes was the issue. So I looked about me at Don's friends and found that his hit or miss way of dressing was obviously the vogue among them. And too proper outfitting would make him

by CHRISTINE K. SIMMONS



self, too. Here's the picture—dining room furniture made for adults, slick table cloths, a complex array of silver and dishes. ("Oh, gee gosh, they've changed them around again!" was what Don said once.) If he sat back in his chair his feet found no place to rest, and unless he sat forward he spilled things. Everything was for adults, but *the adjustments were always expected of him*. No wonder the lad came late to meals and sat through them as through an ordeal.

But reconditioning was now the order of the day at our house, so Don was coached a little in serving and now serves at table in his father's place. It has renewed his faith in himself and made him one of the family. No more belittling for us; we've made up our minds to *accept our growing son for what he is and set the stage for normal development*.

To come right down to it, aren't we all working for balance and poise in our children—for something like stability? Looked at one way, it's a little like the stabilizing of currency; this comes when the coin of the realm is closest to a true and workable valuation. If a child is to be mentally healthy he must somehow reach a true valuation of himself. Unless he can attain self-respect, he will not be able to avoid the pitfalls of overaggression or acute insecurity.

And to whom can he look for help in self-evaluation, if not those nearest to him? He does, in fact, take the rôle more or less consciously put upon him by the adults he lives with. So it is just here that our great opportunity lies; the chance to help him measure up is the precious responsibility we possess. The fact that we belittle more often than not is because we seldom apply a corrective to the superior rôle demanded of us in dealing with him.

Naturally, this whole matter has made me aware of similar happenings in other families. In each case, when undesirable personality traits appear

and the conditioning process is analyzed, the first thought is, of course, "Oh, is it too late to undo it all?"

There was Cousin Celia's experience with Elizabeth Ann, for example. She had come through babyhood, nursery school, kindergarten, and first grade and still had to be helped to do the simplest everyday things for herself. She needed help with clothes, wraps—couldn't even be got to choose and help herself to foods! Poor Elizabeth Ann! But her teacher, now she was in second grade, saw the trouble and suggested the right line to follow with her. "She needs to do things and feel that she does them well. She's very sensitive and has taken the rôle of helpless baby to protect herself against the pain of your disapproval," was what she told Cousin Celia—and more to the same point. This advice had a sweet reasonableness about it—for all it was in some ways a bitter pill for Elizabeth Ann's doting parents to swallow—so they prepared to let their darling child make some mistakes without uttering a sound or lifting a hand to hinder or correct.

This called for changes in Cousin Celia's well-ordered home, naturally. For it was a home for grown folks, with meals and mealtimes, chairs and tables, hours and time schedules all nicely set for Father's and Mother's comings and goings. So, without Elizabeth Ann's being aware that she had caused any changes, her hour of rising became a little earlier so as to give her time to dress herself; Cousin Celia saw to it that the child was not hurried and nagged—and helped—at the table, but delayed her own meals just a little, setting her pace to the child's. And right here our old teacher "imitation" came in to assist!

But why fill in all the details? You get the idea. Barely two months have gone by and the treatment has already shown amazing results. Of course, not everyone would agree that Elizabeth Ann is improving. She gets unbelievably dirty; she dares to be naughty (oh, a very little bit, of course); and she has formed a very bad habit of interrupting folks, when she thinks of lively things to say. But these are signs of wholesome growth for Elizabeth Ann, who might soon have become incurably shy and dependent. For, even if we don't like the immediate effects of our reconditioning, they must be accepted as milestones marking the way back to normalcy—emotionally speaking.

ANOTHER incident will illustrate this same idea. In this case there was too much insistence on obedience after obedience ceased to be a virtue. As my friend related (Continued on page 26)

stand out unpleasantly as a "mama's boy." There was nothing to do but back up his efforts to conform. And, to double the measure of confidence in him, when next he needed clothes, he was given the responsibility for selecting them himself. He did it very well, too, and took pride in explaining his choices. Much to my surprise I was able to give him honest praise for his good judgment. I'd been undergoing some reconditioning, too, you see!

Then suddenly the long struggle for good table manners seemed to solve it-



PHOTOGRAPH BY EWING GALLOWAY

CHOOSE A CAMP WITH CARE

by Henry E. Utter, M. D.

CAMP experience as a part of a child's education has become so much an accepted fact that most parents feel it essential to provide one or more summers at a well-organized camp if it is financially possible.

At what age should a child go to camp? With the ever-growing interest in camping and the large number of camps available, the tendency is to send children to camp at a younger age than in former years. If the child has lived a very secluded existence without playmates, if he is an only child, if it is a matter of health, if he is very shy and retiring and adjusts poorly to a group, or if he has become involved in a psychological conflict with his mother, it may be advisable to send him to camp at a very early age—even as young as three or four years when a good camp for small children is available. A happy summer with a group of boys and girls of an equal age will give the child a feeling of self-confidence,

and will prepare him to take his place in the school group. He will make the adjustment to school life easier as a result of his summer experience. If there has been a conflict between his will and his mother's, a rest from daily care and discipline allows the mother to see the whole question in a clearer light and gives her a better perspective on the matter. Many problems of social adjustment may be avoided by sending a child to camp at an early age.

It is not necessary to send children to camp every summer. In fact, it may be well not to do so, for there is another time in the children's development when it is important to give them normal, healthy, outdoor life such as camp affords. This is the period of adolescence—between fourteen and eighteen years of age. These are the years when it is imperative to remove them, if possible, from the excitement and emotional strain of social life in

the average summer community; the years when boys and girls are just beginning to drive a car, when they are first particularly interested in the opposite sex, when they enjoy loitering around a clubhouse. If, however, they have been at camp every summer since they were young children they will have lost their interest and will be inclined to feel that a camp has nothing to teach them and nothing to offer them in the way of pleasure. On the other hand, if they have not been to camp for a number of years, there is a much greater likelihood of their enjoying the adventure again. The routine of activity at various camps has a marked similarity, and it is not surprising that boys or girls sent to camp each year want some vacations during which they may have other experiences. Most camps have attractive prizes and honors to be gained in successive years and this proves an incentive to children for a certain number

of seasons. Too frequently they reach the point of being bored with camp routine when they most need it.

How is the choice of a particular camp to be made? The selection of a camp to which the children go is often based on very superficial knowledge, possibly on the fact that a neighbor has sent her children to the camp in years before, possibly because the camp has a reputation for serving good food, perhaps because of the social position of the boys and girls attending the camp, and even because of the size and impressive appearance of the catalogue. After all, the essential factors which should govern the choice of a camp are the special needs of the individual child, primarily from a health point of view. Some children will do well at the seashore; others will benefit more from the clear, dry air of the mountains; and, generally speaking, a change in climate is to be desired. If a child lives inland at a considerable altitude he may derive the greatest benefit from a seashore camp, while those who live most of the year at or near sea level profit by a summer at an inland camp.

Aside from location, what are other factors to be considered in choosing a camp? The perfectly well, strong child will possibly do well in a large camp where emphasis is placed on athletic competition and strenuous physical exercise. However, children today live a high tension existence. For many of these, satisfactory rest and relaxation are as important as physical development and the stimulation of excessive competition. Furthermore, the sensitive child, if he cannot excel, may be very unhappy at a camp which lays great stress on athletic competition.

For such a child a small camp may provide a happier and more beneficial summer. Here a counselor has only a small group under his care and he may give much individual attention to each child.

The counselors should not only be trained in the subject which they are to teach—swimming, arts and crafts, carpentry, etc.—but they should as far as possible have some knowledge of child psychology and of the physical abilities and limitations of growing children. When dealing with the younger groups of children the counselors must be able to gain their confidence as they are very likely taking a mother's place with the child for the first time in its life. On the other hand, the adolescent child has other emotional needs to be supplied. If the camp catalogue features as counselors young athletic men who have made names for themselves in college sports, it will be a great drawing card for the young boys to whom these men are idols; but be sure these young men have some experience in handling young growing children so that they may appreciate their physical limitations and the danger of fatigue to these children.

Does the camp you are considering include among its major activities various branches of the natural sciences, the study of birds, their habits and habitats, the study of wild flowers, trees, and rocks? These subjects provide material for the later development of hobbies which will be a source of great enjoyment and relaxation in the future life of the child.

THE BENEFITS OF CAMP

Having decided upon the camp to which the child shall be sent, what do

parents expect of the camp and what benefits do they expect the child to present upon his or her return to the home?

1. That there be an appreciable gain in weight. In the matter of gaining weight most parents are a trifle over-anxious. Summer is a period of play and relaxation and it is surprising how few children are regularly weighed during the summer months. If the family has been accustomed to spending the summer at the seashore or in the country, the scales are usually left at home to be brought forth again at some time in September or October. Weights are promptly forgotten for the summer months by many otherwise painstaking parents. When the child is sent, however, to a summer camp, weight suddenly looms as an all-important matter and too often the reputation of the camp is at stake. Parents should realize that the weeks spent at a summer camp are weeks of great physical activity; that swimming, the most universally popular exercise in the camp routine, tends to prevent gain in weight. If a child is kept out of the water for some physical reason he promptly gains weight, but why deprive the child of the activity of which he is most fond, if there is no medical reason why he should not go into the water? Parents should also remember that the child is at camp during the warmest weather of the year, when most adults as well as children do not gain weight.

As a rule, the younger the child, the less the gain to be expected. The average boy or girl between the ages of four and eight years gains but four to five pounds per year and most of this gain takes (Continued on page 24)

PHOTOGRAPH BY LIONEL GREEN



PHOTOGRAPH BY EWING GALLOWAY



NOBODY LOVES AN INGRATE

HENRY NEUMANN points out why an appreciative attitude makes for worthwhile living—and how parents can help their children realize this

NOBODY loves an ingrate. Every sensible parent wants his children to appreciate the benefits they enjoy and to show by deeds that their hearts are really grateful. That word "appreciation" comes from a Latin root which gives us also the words "precious" and "prize." An ungrateful person does not seem to prize the things which are precious. To that extent he is somehow not all there.

To save boys and girls from any such grave defect, start early. Always the most powerful moral influence comes from example and practice, a pound of which outweighs tons of exhortation or explaining. How does a child first learn what thankfulness means? His own experience tells him. His body feels a pain, and Mother does something to stop it. He is hungry, and Mother gladdens him with a satisfying food. He knows well enough what it is to get benefits.

But this is not the same as being grateful. He can accept all these benefits quite as a matter of course. Indeed, he may grow up to be the person who takes it entirely for granted that other people exist just to make life happier for him, gulping it all in about as considerately as a hippopotamus accepting shovelfuls of breakfast food. Merely showering his life with benefits may develop the unlovely creature who is out to gather in all he can get with never even a "thank-you."

Here is where the home can begin a highly necessary education. For such a beginning another name might be elementary politeness. In true politeness the roots are always respect, consideration, acknowledgment of the claims of others and of our debt to them. Saying thanks may look like the merest trifle; but it is one of the roads leading away from the ugly defect mentioned above.

Children will, of course, follow this path the more readily when parents themselves tread it. A child may be puzzled to understand why he should say thanks. He knows much better when he himself has done a service, like fetching Father his slippers, and Father has thanked him for his trouble. Parents sometimes neglect to do the thanking. Sometimes, too, they omit to thank one another, and forget that watchful little eyes and ears may be noting how these preachy elders themselves may not live up to expectation. Example always speaks far more eloquently than words.

As a child grows out of infancy, he begins to appreciate his indebtedness to a wider circle than that of his own home. A wise mother had her children contribute a few pennies to a gift of wrist-warmers to a traffic policeman in their city. The youngsters could understand how obligated they were to this public officer. The mother was doing what the best schools everywhere do to develop a citizenship which understands the debt of the individual to his community. "Community" is a large and not very clear object to the mind of a child. But the traffic policeman is easier to understand; and expressing gratitude to him is a way of developing feelings and understandings which take in a wider range.

An example by the parents which can mean much to children at a still later stage is the practice—when it is properly explained—of giving to the Community Chest. In one home, the explanation was like this: "You and I, son, want to be healthy, don't we? That is why we do not want to catch sickness from other people. We may be riding in a bus next to a man who once had a sickness we could have caught. But we did not catch it from him. He was cured of that sickness,

even though he was a poor man, because people in this town every year contribute something to the hospitals. Of course we are not forced to do this. But we give because somebody has to help people who are not so lucky as ourselves. And especially if we ourselves escape sickness, there is no finer way to show how glad we are than by helping other people escape sickness, too."

The point holds for other benefits as well. City life, for instance, has some advantages over living in the country. But because it also brings congestion, we need public parks to give us open spaces, grass, trees. We of today enjoy these because public-minded people of an earlier time looked ahead. The same is true of our schools themselves. Tell children, for instance, about Horace Mann. Our public schools would not be here today but for the devoted labors of people who gave something more than just their share of the taxes.

All such labors leave with us a debt which might well be called a matter of honor. A man of honor pays his debts. Not least among these is our obligation to the many people, living or dead, with the public spirit whose fruits we enjoy. The only honorable way to treat such a debt is for us, too, to do our part.

Such explanation carries much more weight where the parents back it up out of their own giving of money or service. The sooner they can get the children also to start giving wherever those young hearts are genuinely so moved, the better. That is why Mother encourages her boy to make a present with his own hands for Dad's birthday, or a gift for Teacher. Every child who is at all normal feels thankful. One such boy, in later years, used to refer to his college days as the time "when Dad was working my way through college." The thing to do is to en-

Children may readily be taught the enrichment the world has derived from such important inventions as the printing press



PHOTOGRAPH BY LAMBERT OF BLACK STAR

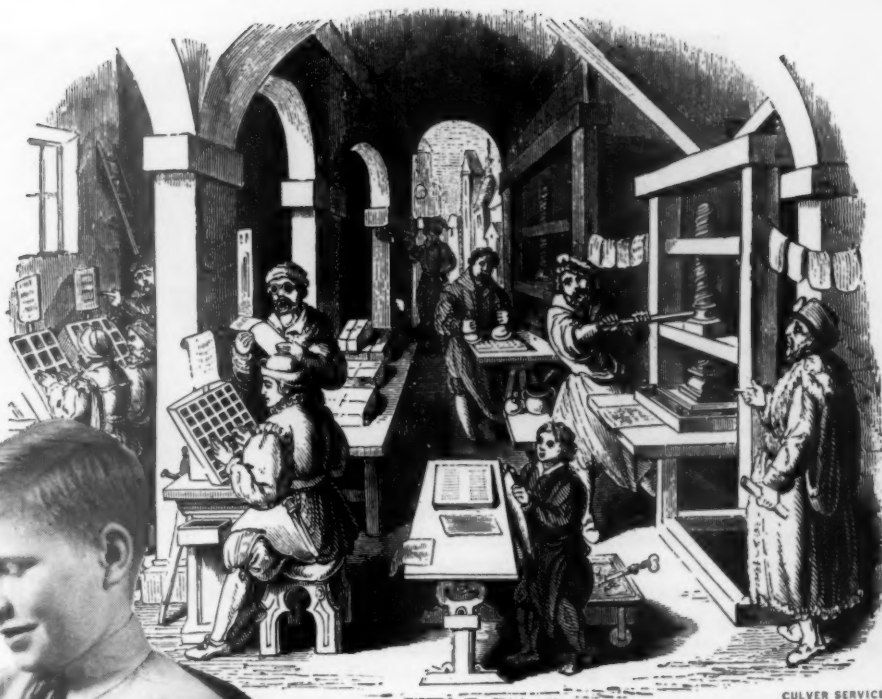
lighten children, show them where they owe gratitude and how to translate feeling into action.

Young and old need reminding how all of us depend on the services offered by our fellow-beings in their daily work. City children know that milk is found at their doors in bottles; but how it got into the bottles and to their homes, many have not the remotest idea, any more than they know how the coal, the oil, or the gas which keeps their homes warm, was made available for such use. Mark Twain said that though he knew steamers ran at night, only when he became a pilot himself did he realize how some people had to stay awake to run them. Children in the city should be taken to farms, dairies, factories, railway terminals, docks. Grace before meals is a beautiful custom. It might well include a thought of the human helpers without whom the food could never have reached the house or been cooked.

Opportunities to carry such appre-

ciation over into conduct are many. Parents can avoid the error of Gamaliel Bradford's father, who taught his children to "respect" ministers but always greeted bankers with much more awe in his manner than he ever showed to anybody else. How courteously do parents treat trades-folk? How do they treat the children of such people? How fair and just do parents show themselves when labor troubles occur? In these ways, we can make real our sense of the service rendered by workers and show respect for all people, howsoever humble their work, who honestly labor for a living.

Many stories, poems, books, are available to keep these reminders vivid. Kingsley's poem, *The Three Fishers* (too sad for young children), Guy W. Carryl's *The Fog*, Kipling's novel, *Captains Courageous*, Grenfell's tales of Labrador tell something of the human cost of bringing us food from the sea. Wilfrid W. Gibson's collections of poems, *Fires* and *Daily Bread*, picture work in other fields. A Swedish fairy tale, *Lars My Lad*, recounts how a man is able to enlist the toils of a dwarf by reciting the magic formula of the dwarf's name. He forces the dwarf to do endless jobs for him; and he is quite selfish about the whole busi-



CULVER SERVICE

An early Dutch printing office

ness. At last when the king orders him to be hanged, the man sees a wagon pass before him, filled with old shoes, "These," says Lars, "are the shoes I have worn out in working for you." Every such aid to our imagination in seeing these costs is to be welcomed.

Even the physical services so to be remembered put us in debt to people whose labor is chiefly brain work. Modern farming has the man of science to thank for highly useful contributions to the chemistry and biology of the soil. A book like Paul de Kruif's *Hunger Fighters* recounts a debt with which children in city and country both should be acquainted. Business and industry are likewise under obligation. What articles sold today do not require modern knowledge of, for instance, dye-stuffs, or motive-power? Transportation on land and sea depends on beacons, patrols, compasses, barometers, altitude gauges, many kinds of mechanism which go back for origin to physicists, mathematicians, and the teachers who taught them. Indeed, some of those teachers went to prison and execution for the sake of science.

FOR these reasons holiday celebrations should be more than a matter of merely staying home from school and enjoying turkey. The chief object in breaking the routine is to emphasize the fact that the holiday is expressly set aside to keep us mindful of a debt. So it is that song, ritual, pageantry, impress the fact of our obligation to other people for security, for freedom, for peace, for (Continued on page 34)



THE PLACE OF ART *in* FAMILY AND COMMUNITY LIFE

by Walter H. Siple

NEVER has there been a time when art was more necessary in the life of the individual. The realization of this has led to emphasis on art in the community in many cities. A description of the program which has been successful in one of these cities forms the main subject for this article.

Every effort was made to orient the educational work of the museum to the interest of the community. One of the first problems was to organize the work with children and, after that, consideration was given to work with adults. Now, after seven years, the two units of the educational department are established and actively engage the weekly attention of 800 children and 600 adults in classes. These figures do not include occasional groups coming to the Museum for guidance, recreation, or special lectures.

All work can be carried on with both children and adults. Two classes for children meet on Saturday mornings from 9:30 to 11:00 o'clock. Children must be at least seven and not over fourteen years of age. One class is free and the other open only to the children of the members of the Museum Association, men and women who contribute \$10 or \$25 a year to the Museum. The free class is divided into several sections, numbering thirty to thirty-five each, and these sections are taught by advanced students in the Art Academy—students who have

shown themselves capable of working with children. They are under the supervision of the head of the educational department. The work consists of drawing in different materials from objects in the collection and from life. When this has been done, children from the groups are used as models.

No attempt is made in these classes to teach the children to draw with academic accuracy; we aim rather to encourage a free rendering of the individual child's vision of an object. We not only want him to see, but also to experience the model. It is difficult to explain the emotional reaction of an artist of any age to the model, but children have less difficulty than adults in establishing a sympathetic emotional bond between themselves and what they are trying to draw. A little encouragement is all that is



"Every effort was made to orient the educational work of the museum to the interest of the community"

needed to motivate the average child's interest and when his interest is once aroused there seems to be little that will stop him. A proof of this can best be demonstrated by the original drawings themselves. One, perhaps hidden, aim of the work is to introduce the students to the Museum collection and thereby establish the elements of art appreciation. Following the work from

**This Is the Eighth Article in the Parent Education
Study Course: The Family and the Community. An
Outline for Use in Discussing It Appears on Page 38**

the collection and models, some time is devoted to imaginative work. By this time the child has familiarized himself with the material or tools to be used and has gained a technique, non-academic, to be sure, and often strangely individual, but, nevertheless, a technique. He is ready to express, frequently with vivid intensity, his own interpretations of such concepts as sorrow, joy, wind, circus, and game.

A competitive spirit is aroused by the Museum League. The drawings of the class are graded each week. When a child has had one drawing accepted, his name is printed on a slip of violet paper and posted on a bulletin board which is kept in a conspicuous place. When two drawings have been accept-

ed, the name appears on yellow paper. Finally, when the fifth drawing has been accepted, the name appears on a blue-green paper and the student is a member of the League. This honor brings with it special privileges: advancement to classes in color and design, block-printing, weaving, or modeling. During the summer weeks a class is conducted in color and design

for League members. This class meets three mornings a week and provides a more intensive training than is possible during the winter months. With a membership of talented children, uninterrupted work, and smaller numbers, excellent results are obtained. Another free activity for children which interests almost as many adults as children is the story hour. This is given Saturday and Sunday afternoons. The stories are arranged in series with continuity of subject matter. As often as possible material in the collections of the Art Museum and the Taft Museum is used for subject matter. After the story hour, children are urged to remain in the educational department or visit galleries of the

hand to instruct and encourage the visitors.

As an example of the stories, one series will be outlined. "A Trip Around the World" was the title. The boys and girls left the Museum for the imaginary journey and traveled through Asia, Africa, and Europe, learning about the people, their manner of living, and the art they had produced. The children took an active part in the management of the trip, serving as pursers, ticket agents, and stewards. Tickets were printed and distributed. Eight of the tickets were redeemable for a badge identifying the individual as a seasoned traveler. These badges gave special privileges to the owner, such as, for instance, a reserved seat for the Christmas entertainment. The trip was highly successful and brought thousands of youngsters to the Museum.

Many have asked how we persuade the children to come to us of their own volition. We have never done any advertising; the children do it for us. At present, we cannot handle more than 800 and we have a waiting list for the free classes. One problem we have not solved—the entertainment of the parents who bring the youngsters. Now they wander about the Museum, read in the Museum library, or just sit and knit. When we have more money, we shall start a class for these parents, a practical class in pottery, weaving, and block-printing.

In addition to the above, the Museum offers free guidance through the permanent and temporary exhibitions. We make an effort to install small study exhibits which are correlated with the work of the public schools. These deal with subjects such as Egypt, Greece, Rome, Japan, and the American Indian. Many public and private school teachers bring their classes for these exhibitions.

Children of members of the Museum receive more individual attention than do those in the free classes because of the smaller number in this group. The work begins with the study of color harmony and proceeds to drawing and then to design. Various media are used, such as water color, tempera, and pencil. Toward the end of the first year block-printing (Continued on page 28)



PHOTOGRAPHS COURTESY CINCINNATI ART MUSEUM

A fifteen-year old boy from one of these Saturday morning classes drew the design on the opposite page

ed, the name appears on yellow paper. Finally, when the fifth drawing has been accepted, the name appears on a blue-green paper and the student is a member of the League. This honor brings with it special privileges: advancement to classes in color and design, block-printing, weaving, or modeling. During the summer weeks a class is conducted in color and design

Museum where they can draw from objects related to the story or illustrate imaginatively some episode in the story. Incidentally, the department is equipped with jig-saw puzzles, reproductions of outstanding works of art, illustrated books, materials for painting and drawing, and looms—all of which the children may use. Members of the educational department are on



The A B C's of a Baby's Clothing

by Ruth Howard Sayers

IT may sound very frivolous to say that the well-dressed 1937 baby should wear air-conditioned, streamlined clothing. Actually, it's a very sensible statement. For air-conditioning applied to baby clothing means simply that it should be loose and porous enough to allow proper circulation of air and regulation of the body temperature, while streamlining means that the clothing should be light and smooth, free from bulk and bunches. A mother who bundles her baby up tightly in thick, bulky clothing is not only causing her baby considerable discomfort, but is laying a good foundation for the development of colds, loss of appetite, skin disorders, or even serious sickness.

A well-dressed baby's clothing is selected for his health and comfort, and for his mother's convenience. Ribbons and laces and frills won't fool anyone into believing your baby is nicely dressed if he is flushed, perspiring, and uncomfortable. And most young mothers will just feel sorry for

you, for having such fussy laundering to do! Simplicity, ever a virtue, was never more so than in the matter of a baby's clothing.

Now for the articles of clothing themselves. There have been so many improvements in them during the last few years that taking care of your baby isn't half so complicated as it once was. To be sure, he must still be fed and bathed and dressed—and his diapers, alas, must still be changed. But even that prosaic duty is far easier than in the days when babies were clumsily bundled up in the old eternal triangle.

Diapers should come first on your list, for there's no denying that they are the most important of all articles worn during the first year. An entirely new diaper material, which first appeared just a few years ago, fully realizes the particular need for air-conditioning in diapers, and improves in every way on the old-fashioned diaper cloth. It's high time, too! This new material is light and porous, is

double-woven for extra absorbency, has nice flat pinked edges instead of hard hems, isn't a bit bulky, and is soft and comfortable for the baby. What you may like best of all about it is that it is so very easy to wash and dries amazingly fast—fifteen minutes in good weather!

Furthermore, you may use one size, the 20"x40", for the baby's entire diaper era, thanks to a newly discovered fold known as the "panel" fold. This allows you to make the diaper constantly wider but still keep four thicknesses in the center where protection is really needed. Three dozen of the 20"x40" size is a good supply to have. Four dozen won't be too many.

There are new knitted diapers, too, which are absorbent and easy to use. But if you are considering these diapers, let me warn you that they dry so slowly that a much larger supply is needed, and in bad drying weather your kitchen or cellar may seem to be fairly sprouting diapers! More than one size is (Continued on page 32)

SEEING OURSELVES AS CHILDREN SEE US

by Frances Ullmann

What Boys and Girls Think of Their Elders Is Often a Helpful Eye-Opener for Us

"MY mother makes me play with my little brother who is six years old. Where I am twice as old as he is the games I play are too difficult for him to play. Therefore life is very dull. Should I play with my brother all the time?"

"I am a girl about sixteen years of age. My question or problem is: My mother doesn't believe in letting me stay out late at night. I am engaged to a very nice boy. Which my Mother and Father both like. When he comes to take me out they say 'be in at 9:30.'"

"I am a sophomore in high school. My mother and father are so old fashioned, that they won't let me go out nights with boys. They hardly let me go out with girls very much. I think I should be allowed to go out sometimes, as long as the people that I want to go with are all right. I am sure they are all right, too."

"I often want to have my room to myself but when I try to get my younger brother out I can't. When I try to use force Mother intervenes and makes me let him stay. When she is out I get him out but then the maid tells and I get scolded. I have tried to talk it over with my parents but they get angry and I have to go to my room."

"What do you think of parents who break their promises? Not only once in a while, but almost every time? Perhaps it's not right to say this: but that's just the kind of a mother and father that I have. I've told them time and time again that if they're not sure they can get me what I want they shouldn't promise me it. I wouldn't

mind it half so much if I knew I couldn't get something than being promised it and getting disappointed afterwards. I wouldn't start nagging either if they explained why."

These questions, picked at random from a large number sent in to the sustaining radio program on "Raising Your Parents," which is heard over stations in the National Broadcasting Company's Blue Network at 10:15, eastern standard time,

spontaneously, seeking help from those disinterested in the particular family, give a truer picture than it is possible to get by sitting down and asking children to write what they think of their parents. The protection of anonymity is assured whenever it is requested. And the letters are inspired by a need for help and not by a teacher's question leading the young people to think critically of their parents.

Whether or not we like to see ourselves as others see us, it does us good and should make many of us look on ourselves with a critical eye. Often, of course, it is encouraging, and a great many of us can honestly give the "right" answers to the questions raised. But in any event, it is good for us to consider them. Do your children find that you don't keep promises to them? Are you always fair about their friends? Do you make demands of them with regard to other children in the family that they find unfair? Do they have an allowance large enough to meet their needs but small enough to give them some experience in money management?

Often a family discussion of the problem will help, as shown by discussions that these letters have inspired. Often it is simply that we

haven't stood off and attempted to get a true perspective on the situation.

Not, of course, that children are always critical. "I have no problems," writes one girl—and how we envy her! But she is interested enough to write on those which confront some of the others.

It is, of course, one thing for us to sit back and (Continued on page 30)



Children on the NBC "Raising Your Parents" program answer questions from young listeners

Saturday mornings, are representative not only of the questions which come to this particular radio program but also of situations that bother children throughout the country. Articles have been published telling how children "size up" their parents, what they think about them, what they wish the adults would do in a different way. But letters which come in as these do,

FATHERS, JUST FATHERS

by Marion F. McDowell

ILLUSTRATIONS BY MARGARET BEEGLE

HOW can I do anything with the children if my husband thinks one way and I another?"

"Why isn't my husband interested in these newer ways of treating children, and how can I get him to be?"

"How can we get fathers to attend our meetings and take part in our organization work?"

Such have been the questions put to speakers on child guidance, on family relationships or parent-teacher organizations at innumerable lecture or discussion meetings during the past ten or more years. Whenever two or three mothers have discussed family problems this type of question has been likely to come up. Throwing the question back to the group (in the mean way speakers do) the answers have for a long time been somewhat on this order: "You can't get very far unless both parents agree on discipline." "They expect us to do all the training of the children." "They aren't interested in children." "They try to use the same ways their parents used with them, yet they would scorn out-of-date methods of business." "They won't read the books or magazine articles we try to show them." "They consider the parent-teacher association a woman's organization only."

Recently, however, a new note is making itself heard. "Fathers are interested," claim some of the women, and have evidence ready to support their view.

An observant woman told me recently that within the year three of her nephews have become fathers. To her surprise all three "took a very in-



"The father took an intense interest in the proper rules and procedure."

telligent interest in the new methods of baby care, and could, and did, do the same tasks that a mother does. One young mother had to go to the city to shop. The father took an intense interest in the proper rules and procedure. The baby was bathed, fed, put to bed, and taken out of bed, all on perfect schedule. When I asked why he didn't get the baby out of bed when she cried, he said that he had told the mother that he wouldn't have the baby break 'training rules' for the world, and he felt it was his responsibility to help the mother in what she was endeavoring to do in the way of giving little Helen a fine start."

Pretty good evidence that some, at least, of the very young fathers are keenly interested, want to be up-to-date, and are willing to do their part, besides having a very clear idea of the goal of their parenthood. No doubt this attitude has always been more common than has been realized, but the faithful many have never had their virtues sung, while the few who were jealous of the new arrivals, or inconsiderate toward their wives, have had,

of late years, too much publicity. Probably mothers themselves have been somewhat responsible for the dulling of this early enthusiasm in many cases. They have not wanted to share the care of the baby. They have thought in terms of motherhood, not parenthood, and have kept their husbands out of the sacred domain. Perhaps this is part of the answer to the second question on the list.

Moving up to the period of the toddler, the runabout, and the preschool child, we find an answer to the second part of that query. Many men have become interested in some of the newer ideas, at least in those in regard to play equipment, when it becomes necessary to build outdoor sand boxes, climbing apparatus, swings, and seesaws, in order to keep their tireless offspring out of the way of the ever-present automobile and happily occupied in their own back yards.

Observation of the fact that the busy child is the good child should lead naturally to the discussion of modern ideas of discipline, with emphasis on energy and outlets, guidance versus punishment, and self-direction combined with social sensitiveness as the final goal.

Looking out of my apartment window this spring I noticed a father constructing a playhouse for his children in a neighboring yard. It was one of those yards which never boasts a blade of grass, due to the constant abrasion of half a dozen youngsters. Only a frail fence separated it from the yard of an ardent gardener, who was not an admirer of children. This father

was a strategist of the first order. He built a playhouse with its back to the garden, eight feet long, four feet wide, and high enough for a child to stand up in with comfort. It was boarded only half way up the sides, but the beautiful green tar-paper roof had eaves that sheltered the opening. The bed, table and two chairs were not doll-size but child-size. Two or three children could get in without crowding. Every morning during the spring and summer that playhouse was put in apple-pie order. Every piece of furniture was taken out, the floor and the bare yard were swept, and the children were occupied for hours. Never once was the neighboring garden interfered with, and what that shelter in a sun-baked, cramped back yard has meant to those children, their father probably little realizes.

Of an entirely different nature, but equally valuable, is the effort some fathers are making today to apply for the benefit of their children the psychology learned perhaps in college. Definitely and consciously they are trying to help their wives establish sound attitudes, form desirable habits in the children, or even, in extreme instances, in themselves.

One man is trying to spare his child the handicap of fear. He is using all the psychological lore he possesses to save his daughter from the fear of thunder showers which has tormented his wife. Safe on her father's lap, the child has been taught to enjoy the beauty of a storm. This little girl's visits to the doctor and the dentist have been planned jointly by her par-



"He built a playhouse high enough for a child to stand up in with comfort."

ents and she has been taught to face necessary discomfort without dread. These parents are putting their psychology to practical use.

Besides such fathers, there are many more who have never listened to a lecture on psychology, nor read a book on child training, but who are giving

their children more companionship and more counsel than in the past, chiefly because they have more opportunity to do so. Shorter hours of work, swifter means of travel are allowing them more hours at home. Sometimes, under the disjointed and difficult conditions of today, it is the mother who can secure a job while the father must stay at home. What this reversal of the old order will do to the children depends on the kind of person their father happens to be. Anyone who has read Dorothy Canfield Fisher's fascinating book entitled *The Homemaker*, knows that this term does not belong solely to women, nor is the wife's place necessarily the home.

If we accept such evidence as the above, we must admit that a change seems to have been taking place both in men's attitude toward their responsibility as fathers and in women's attitude toward their husbands in that rôle. Since the trend seems to be toward better understanding of one another and deeper appreciation for the contribution each can make, it promises well for the future of the family.

WHY have fathers not been so interested in the past and why do so many seem uninterested still? Is it true that fathers will not willingly read books about children?

One possible explanation we have already suggested—the dulling of interest due to insufficient opportunity to care for and enjoy contacts with their children when little. Another reason lies, no doubt, in the long-established tradition that there is a distinct difference between the father's and the mother's responsibility in the home. Fathers have been the providers, mothers, the child guidance experts, with fathers lending a hand when heavy discipline was in order. A recent cartoon shows a wife meeting her husband in the hall as the clock strikes twelve, and saying: "What do you mean by getting in so late? I promised the children you would punish them when you came home." With only the disagreeable to do, no wonder the men did not acquire much enthusiasm for child training.

Still another contributing factor may be the feeling that their wives have outstripped them in knowledge. With psychological terms on the tips of their tongues; with the voice of authority to back up their arguments; with the discussion group to clarify thinking, give practice in expression, and strengthen courage, the women have been in a superior position, and their husbands may very likely have felt a trifle inferior, even though this may not have been recognized by either party. As every woman knows, men, and women,

too, perform better when their prestige is secure, when their self-regard is not threatened. To restore this type of equilibrium in the home will require a considerable degree of tactfulness; but then women have always been famous for this quality. Here is a chance to prove that we deserve it.

Now, what about this question of reading? Is it not true that leisure and the surplus energy essential for serious



"Safe on her father's lap, the child had learned to enjoy the beauty of a storm."

reading have been only too rare in the average American home? However, even the man who comes home tired out from his day's work and with a book already absorbing his attention might read a chapter or a magazine article or paragraph, applied to a question that was on his mind. Or he might be willing to listen while his wife read a section to him—provided, of course, that she chose the time well, and made it plain that it was his opinion she wanted after considering the facts presented by the author. Perhaps we women have been inclined to put too much dependence on the written word, and husbands have felt resistant with some reason.

But, aside from that, is it natural for most men to resort to books for help in solving problems? Outside those in the professions, does the average man have the habit of going to books for assistance? How does he settle most of the problems he meets outside the home? Is it not his own experience, the regulations of the company, customs in the trade, decisions of the directors, opinions of associates, that direct his course, rather than facts derived from re- (Continued on page 33)



THREE different viewpoints are expressed in letters received this month in response to our question concerning Louis: *The parents of Louis, aged fourteen, realize that he is growing up. They want him to become independent and to learn to exercise his own judgment. But, when they see him acting unwisely or making poor decisions, it is difficult not to step in and advise him. How much supervision should they have over his acts?*

A high school teacher of Fulton, Kentucky, writes: "There is no 'average' boy. Each is a distinct individual and no set of rules can be laid down for all boys in the infinite variety of circumstances which arise." She believes that mistakes are the inevitable outcome of any adjustment to a changing environment, and that they are indications of growth. Convinced that boys will profit through their mistakes and work things out for themselves, she recommends a "hands off" policy. Her belief is that "most boys pass the adolescent age and become adjusted to their environment in spite of the worry and disappointment of troubled parents. Most boys profit by the inevitable mistakes made during the transition period from childhood to adulthood."

A college teacher at Martin, Tennessee, agrees that learning to make decisions is a process of growth, but she believes also that "we learn through practice." What has Louis been learning during the past fourteen years? Has he been depending too much upon his parents to make his decisions for him? Has he been forced to abide by the judgment of others in such matters as which suit to wear, the proper tie to buy, what to do to earn money and how to spend it, what friends he may bring home and how he will entertain them, and when to do his home work?

He should have had practice in making such decisions when he was younger and when a mistake in judgment did not involve important results is the opinion of this Martin teacher, who says: "It is too bad the parents of Louis could not have foreseen this situation, and have prepared him for

IN OUR NEIGHBORHOOD

An Exchange of Experiences
Conducted by ALICE SOWERS

Louis Makes Poor Decisions

the decision-making of which a fourteen-year-old boy should be capable. They could have done this by letting him make some decision daily since early childhood. Now, they must see him make poor decisions before he can learn to make good ones. It is only by practice that he can learn to make wise choices. They should let him make mistakes now rather than later in life when a poor decision may be much more hazardous."

The third point of view, expressed by a principal at Newton, Kansas, struck a middle note. He agrees that "Louis' parents should give him sufficient freedom so that he may make a few mistakes in exercising his judgment." But he believes also that the parents have a responsibility in helping Louis

to grow through his mistakes and to avoid making the same errors again. He suggests: "After the parents feel that Louis has recognized his error, they should take him into their confidence and attempt to show him how a more thoughtful approach to the problem would have prevented his error. They might well show him how he could have found additional facts by consulting his parents or others capable of helping solve his problem. Louis needs to learn the value of finding all available facts before he forms his conclusions. Maturity is a great aid in making decisions, and as Louis grows older he will be able to do with less and less parental supervision."

Of course, it would have been better if Louis had begun exercising his judgment when he was younger, the importance of the decisions gradually increasing with his ability to make them. Since he did not have this experience when he was younger he must get it now. But he should get it gradually; he should not be plunged into a maze of circumstances and told, "It's now up to you." This is too similar to the old school of thought which believed that dropping a boy in ten feet of water was the correct way to teach him to swim.

Louis' parents, without domination or interference, can stand ready to advise when he asks it, to help him see all sides of the question, and to help him anticipate the consequences. After he makes his decisions he should stand by them. Sometimes this is the most difficult part for parents. For example, if he has decided to spend the last of his allowance for a movie when he knows he will not receive his next allowance for several days, it takes real courage for parents to see him stay home from a club hike on Saturday because he has forgotten about it and has not saved sufficient money to pay the small fee necessary to go. Letting him forego this pleasure and thus letting him take the punishment which he brought on himself is an effective way of teaching him how to act more wisely the next time. And rest assured, he will learn!

FRED AND MARTHA STAY OUT LATE

Much friction and unhappiness exist in the Barnes family over the question, "What time should Fred, aged fifteen, and Martha, aged seventeen, be in at night?"

Won't you discuss this at home, in your study group, at your parent-teacher meeting, or in your neighborhood, and write us of similar experiences which you have had and what you did about them? Send your letters to Alice Sowers, 1201 Sixteenth Street, N.W., Washington, D. C., before April 10th. The answers will be printed in the June issue.

• THE ROBINSON FAMILY •



Is Nancy Too Emotional?

by Marion L. Faegre

them!" broke out Nancy, following her mother downstairs, continuing to beg and plead. "I won't go to school if I can't," she screamed, throwing herself down on the davenport, and breaking into sobs.

Mr. Robinson was already seated at the breakfast table, enjoy-

ing his newspaper. The frowns with which he greeted Nancy had less effect on her than Molly's excited exclamation.

"You're just making a great howl to get attention!" was her sister's impatient way of putting it. As Nancy hated above all things to have Molly treat her as though she were an infant, she subsided into sullen silence.

It was with some perplexity that her mother finally watched her trudge off to school, her thin little legs now respectably covered against the sharp spring wind.

"I wonder what's the matter with Nancy when she goes into a tantrum like that," asked my sister, when she was telling me all this. "Instead of gaining better control over her emotions, it seems to me she is actually getting worse than she used to be. I wonder whether it's my fault, something about the way I handle her, or

if she's naturally more high-strung than the other children. Or maybe," she went on, "it's partly physical. It seems to me her flying off the handle has been more noticeable this last year, since she had that long sick spell."

When children give way to emotion in a manner that startles us, it is certainly well to consider their behavior as a symptom. If we think of their outbursts as indicating the "temperature" their emotions have reached, we'll be as little inclined to quell the emotion hurriedly as we would to lower the temperature. We know the high temperature signified something, and we want to find out what's back of it.

It is so with Nancy who, it seems to me, does give vent rather easily to fright or anger, distress or excitement. Children who have undergone a long, severe illness do react rather oftener by temper displays than children whose lives have been undisturbed by such happenings. It is hard to carry a child through a frightening illness without becoming oversolicitous and highly protective in attitude. If, after a thorough physical examination, we find that Nancy is not in robust health, it may be necessary for her to have more rest. Maybe she will have to cut off a half-hour of school, so as to get in a quiet period at noon; or perhaps it will be found desirable for her to be excused from gym, as she is already an extremely (Continued on page 27)

AS Mrs. Robinson started upstairs to help Tommy, who was having difficulty deciding which was the front and which the back of the sweater he was trying to get into, she met Nancy coming down. Since her eyes were about on a level with Nancy's ankles, Mrs. Robinson suddenly realized that Nancy had on a pair of short socks. Guiltily trying to dodge her mother, the eight-year-old grinned sheepishly. She was not at all surprised when Mrs. Robinson said, "Nancy, have you looked at the thermometer this morning?"

"No, Mother, but *all* the girls were wearing short socks yesterday. It isn't a bit cold."

"Now, dear, I can't help what other girls are doing—you can't go to school in those. You have much farther to go than some of the others, and the weather's changeable. You'll have to wait another week or two."

"Oh, Mother, *please* let me wear

Marion Parker

Helps to Smooth Out Some of the Everyday Problems Which Beset the Home

ILLUSTRATIONS BY ELIZABETH ELLENDER

GOOD TIMES FOR THE FAMILY

THE PROPERTY BOX. Dramatic plays, from the impromptu "Let's dress up this afternoon" through the more elaborate home shows to real performances in a church group or at school, are one of the most interesting and educational experiences for a child, but the question of costumes is often difficult for the mother because of the trouble and expense. The gradual accumulation of costumes and properties stored in a convenient "property box" will furnish the answer to this problem.

If the children have a playroom, that is, of course, the ideal location for the property box, which may be an attractively painted wooden chest or even an old trunk with a cretonne cover. If there is no playroom, the box may be kept in the hall or attic or even in the bedroom of one of the children, although the latter is least desirable, for the dress-up box is distinctly common property, as no article is put into it until all individual property rights have been relinquished.

The properties should be divided into three classes, the first being basic garments and accessories that may be used freely and adapted to different rôles but must not be cut up or altered too drastically. Among these might be a white cheese-cloth robe, a peasant type blouse and black bodice, a large plain straw hat,

a man's suit and felt hat, a pair of full serge gym bloomers, a faded India print tablecloth, an old lace scarf. From even a small collection like this I can see possibilities for costumes for characters of many different types and nationalities.

In the next group would be odd garments or pieces of material that can be cut up and used in any way that is desired. These can be discarded from time to time and others added. The third group, which may be kept in a stout box in the trunk, are the accessories. Discarded costume jewelry, ribbons, artificial flowers, feathers, and hand bags are great treasures that can give any costume the proper finishing touch.



"... costumes and properties stored in a convenient property box."

erals and vitamins as well as the high calorie value necessary for active children. A good sweet is a satisfying end to a meal, and being the last food will often leave the impression with the family that they have had a "swell feed," as the boys express it, even though the main course has been of

the very nourishing but plain variety.

If we call again on Nature's flavors in the common fruits that we spoke of in the February article—namely, orange, lemon, pineapple, apricot, prune, and banana—we can make many delicious desserts that will also be easy to prepare, as the basic mixture can be made in more than one quantity and served several times with variations of flavor and service. Make twice the rule of a simple one-egg cake mixture, use the first part for a pineapple upside-down cake for the first day and bake the rest of the mixture in cup cakes to be served the next day with an apricot or banana whip sauce. Make two baked rice puddings, flavoring one with chopped apricots, ready to be served hot with top milk. Flavor the other with just a dash of grated lemon rind and serve cold a day or two later with a hot, foamy lemon sauce.

Prunes that have been soaked, but not stewed, or a few pieces of canned pineapple drained of excess juice, may be put into the baking cups in which custards are to be made. The second portion can be baked in an attractive oven dish with a little grated orange rind for flavor or served with orange sections. Soft custard made a little thicker than usual by the addition of one tablespoon of cornstarch to each cup of milk will serve as a sauce on prune whip one day, and on the next day dress up a shortcake made of bananas or pineapple between layers of stale sponge cake. A sprinkle of chopped home-made candied orange peel will glorify even plain junket, and there are endless ways of using all these fruits in combination with gelatine.

One other manner in which these

EASY MEALS
USE NATURE'S FLAVORS IN DESSERTS. Desserts play an important part in making the family meals attractive and interesting when the food expense must be kept moderate. We used to think of dessert as a pleasant extra, but now we know that it may furnish just what is needed to balance the meal, as it may carry valuable min-

simple but valuable fruit desserts can be a help in the family food problems is that the children can be given a real choice in their selection, which is an assistance in overcoming food prejudices. If each member has once a week one free choice of a dessert of this type for a family meal, he will see the justice of being a good sport and eating cheerfully when it is the other

fellow's choice. Father and the children may each hand in a selection the day before the weekly menus are to be planned.

THE GARDEN BEAUTIFUL

PLANNING THE GARDEN. The best gardens grow from good plans as well as from good soil, so it is none too early to begin to formulate them. There is so much of educational value for the children in a family garden that it is worth while to have one if you have any suitable spot, even if it is no larger than the proverbial handkerchief. For even in a tiny garden, the father and children have an unusual opportunity to share in a common activity and a fussy child can become so interested in a few vegetables that he will be helped to learn to like them all when they are served at meals.

To make the best start, obtain a booklet with information appropriate to your part of the country by writing to your county extension agent or to the extension department of your state university. There will be pamphlets on both vegetable and flower gardens available for the asking.

With this information on hand, sit down with the man of the house to make a plan for this season. If you have previously had a garden, you know which things did well or poorly, which you could have used in greater quantity, and which you could buy better and cheaper near-by. All this data will help to make your garden for this year fit the family needs. If you are a novice, choose the more easily grown vegetables as recommended, and do try a few radishes, as their quick



The quick growth of radishes will hold the children's interest

growth to maturity will hold the children's interest while waiting for the other products.

OUTWITTING THE MOTH

AS THE ADJECTIVE ubiquitous is used in speaking of the clothes-moth, we cannot run away from it but should be able to outwit it by knowing its habits, in order to protect the woolen garments and household furnishings and furs from costly damage. The destruction of fabric is caused not by the moth itself, as that does not feed at all, but by the rapidly growing larva or small moth worm which eats only wool or fur. I saw a very interesting moving picture of the life history of the moth taken in an "insect-zoo" connected with one of the state colleges. It showed the larva busily feeding under his woolen tent. By the movements one could see that it was getting tight, but in a moment the worm cut through the cocoon, stretched it apart, and wove in a neat patch. It was very plain what causes the holes in one's best blankets laid away on the closet itself.

Adult moths may fly out at us at any time of the year, and should be destroyed as they may be females, but the common time for egg-laying is in the spring so we have to take special precautions at this time, as all woolens except those in active everyday use are in danger of being chosen as a handy moth nursery. The moth eggs hatch and the worms flourish best in a dark, quiet, warm place that has sufficient humidity, and the hungry larvae especially like a little extra flavor with their wool, such as would be furnished by a food spot on a garment.

To get there first with preventative measures, we must be sure that the

garments or blankets or rugs which cannot be stored as clean as possible, that they are shaken or beaten often to destroy the eggs which are very delicate and easily dislodged, and that they are exposed to sunlight. Moth eggs are microscopic so cannot be found and removed, but the sunlight and motion will destroy them, whereas if they are left in the garment, even if under unfavorable conditions such as the dry heat of a city apartment, they may not hatch at once, but will remain quiescent waiting for right conditions of temperature and moisture.

It is worth while to send valuable winter woolen garments and furs to the commercial storage plant. But ordinary garments and extra blankets can be taken care of at home by careful storage and by the use of some of the moth-proof sprays that are now available. The object of the storage is to keep the moth out so that she cannot lay her eggs on the wool, so every precaution must be made to have a chest or closet that shuts absolutely tight, or to seal up all packages. Small articles such as mittens, stockings, and scarfs can be conveniently stored in tin cans. Be sure to mark each container or package so that it will not

have to be opened until about to be put into active use again.

In caring for woolen garments or articles of furniture that are to be left in a closed and darkened house, or must be packed away without being washed or cleaned, we must depend on substances that will poison moths, eggs, or larvae by suffocation. These are of two types, solids usually in the form of flakes such as naphthalene or paradichlorobenzene or liquids such as carbon bisulphide or

various proprietary sprays. These are effective only if used in much greater concentration than women have realized, in order to produce a heavy enough vapor throughout the article to suffocate all the pests in whatever corner they may be.

In using the (Continued on page 36)



"... enough liquid must be used to thoroughly saturate the material."

EDITORIAL

The Philosophy of the Parent-Teacher Movement

V.

by FRANCES S. PETTENGILL

THE parent-teacher organization today has become the answer to the threefold, age-old problem of the parent: to know the child through child study and parent education; to cooperate with the schools in his training through shared participation with teachers and educators; and to control and build his environment through the development of public opinion and civic activity.

Long before the organization came into being, however, these impulses were felt and acted upon by countless parents and teachers. The concerns of now existing associations and organizations all had their inception or their prototype in the unorganized and unrelated responses of preceding generations of adults as they faced the problems and the pressures of their day. Over a long period of years this accumulated response became apparent as a great and compelling movement.

In the evolution of this cooperation between home, school, and community, the developing trends, the activities undertaken, the accomplishments recorded all derive their greater significance from those values inherent in the movement rather than from the specific shaping and direction which has been the function of the organization.

In its generic sense a movement is defined as a long-continued series of acts, events, and endeavors by a considerable number of people "tending more or less continuously toward some more or less definite end." Specifically, the folk movement has certain additional qualifications in that its action is largely unconscious, spontaneous, uncoordinated. It faces the problems of immediate needs; it looks to immediate satisfactions.

The folk movement is never the deliberate creation of directed ingenuity or planning. It is constantly being set in motion in new fields and under new conditions to meet newly-felt needs. It

is motivated from within in answer to spontaneous impulses. Its strength lies not in its stability, which is usually negligible, but in its flexibility and its power to change constantly and readily to meet new and varying conditions. Its final effectiveness depends upon its ready and intelligent response to the impulses which arise within its rank and upon its use of the forces which are thus set in motion.

In any movement the matter of leadership is of tremendous importance since the qualities, contribution, training, and functioning of leaders are determined largely by the essential genius of the movement. Leadership in a folk movement presents especially marked and unique aspects. The leader becomes a leader because his act or idea interprets the current need or drift of the movement. The movement unconsciously draws from its rank those individuals whose purposes and activities are consonant with the dominating urge. Within the leader are concentrated and combined for the time being all the major impulses and drives that are found in the group. The leader in a folk movement is in no sense an initiator or director; he is rather the exponent and expression of forces already at work. His worth lies in his ability to express, to combine, to concentrate, to interpret the multiplicity of impulses, acts, and ideals of the great group.

As time goes on the folk movement inevitably modifies somewhat its purely folk character. Particularly is this true when the movement finds expression through an organization assuming thereby an outward form which tends constantly to become "arbitrary, positive, imperative." The parent-teacher movement in the United States is expressing itself through its organization—the National Congress of Parents and Teachers. But the great contribution of the organization to the social-educational world is made possible by its consistent emphasis upon

the folk character of the movement.

Ideally, the organization has no mind apart from the mind of the group and so devises no patterns for its membership, and imposes no limits on the functions of the movement.

It is in the field of activities and interests, however, that there is evidenced the greatest consonance with the elements of the folk movement. Out of a tremendous field for its functioning, in terms of its own interests and needs and urges, the group chooses its own activities and expressions. The program develops in terms of apprehension of needs and adaptation to interests. So-called objectives set by the National organization are not in any sense suggested achievements; they are broadly indicated areas within which an infinite variety of action may take place. The result is a constant change and variation and free choice of activity which makes accurate definition of parent-teacher work impossible.

After forty years of existence the National Congress of Parents and Teachers still embodies and conserves the unique values of its folk origin. With a simple mechanical set-up and a minimum of regulation, the organization has held its two million members in loose unity. Under ever-emergent, constantly shifting, and unregimented leadership it has produced incredible results. It has made possible the moving forward of a great mass of people along lines of their own choosing; people whose common interest centers around childhood, youth, home, school, and community; people whose sole power lies simply in their thinking and acting together in terms of their common purpose.

The interest, the strength, and the future of the organization lie in its ability to continue to keep alive and functioning in America the parent-teacher movement—the most extraordinary and perhaps the only folk movement of today.





AND NOW THERE'S A BICYCLE FOR SALE

No—he'll never ride a bicycle again.

For the rest of his life, he must pay the penalty for something that needn't have happened.

He merely cut his foot—just as thousands of active boys do. And his mother bandaged it, lovingly, as has been the way of mothers since the world began.

The bandage looked clean, too. *But it wasn't.* And infection set in and spread . . . infection that crippled.

It just doesn't pay to take chances in dressing the tiniest cut or wound. Every precaution must be taken. Even some bandages, though they come in boxes plainly marked "sterilized," may not be worthy of your trust.

For such bandages may be sterilized only in an early manufacturing process. Later, when they are cut and packed, their cleanliness may be destroyed in handling.

Be safe. Be sure. Use only the first-aid products of responsible concerns. Johnson & Johnson is one of them.

All Johnson & Johnson products that are marked sterilized—Red Cross cotton, gauze, and bandages—are not only sterilized in the making. *They are sterilized again after they are put in the package.*

Buy J & J Red Cross products with confidence.

You can trust Johnson & Johnson Red Cross dressings. They're clean and safe. But if there is any doubt in your mind of your ability to care for a wound, consult your physician.



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GAUZE

Sterilized after packaging
1-yd. size **15¢**

Soft and absorbent. Used as a wet or dry dressing for cuts or burns before bandaging. Completely wrapped in tissue.



RED CROSS BANDAGE

Sterilized after packaging. 2 in. by 10 yds. **10¢** Tightly rolled for quick and easy application . . . used to hold dressings securely in place. "Neat Edge" prevents unraveling.



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ABSORBENT COTTON

Sterilized after packaging. 2-oz. size **15¢** Purified, highly absorbent cotton, generally used for cleaning wounds or applying antiseptics. Protected by tissue wrapper.

Don't risk infection . . . be safe with **Johnson & Johnson RED CROSS PRODUCTS**

CHOOSE A CAMP WITH CARE

(Continued from page 9)

place in the fall and winter months. The child from nine to ten years through adolescence may gain somewhat during the summer, for the yearly average is so much greater, perhaps seven to ten pounds. This is particularly true of girls from twelve to fifteen years of age.

From a medical standpoint, if the child has a healthy summer at camp it is safe to assume that this individual will gain weight during the fall months; observations in this matter have proved that most children gain from three to five pounds during the months of October, November, and December.

The gain in weight depends to some extent upon the diet provided the child. The dietitian who supplies liberal amounts of starchy foods, such as cereals, bread, rice, potatoes, and wheat cakes, may assure the parents of a gain but in the summer the bony structure should grow and this may be more certainly produced by a liberal supply of milk, eggs, fruits, and fresh vegetables than by an overabundance of starches.

2. That there be a distinct physical development, particularly in regard to posture. If a child is under the care of an orthopedist for postural correction it is quite fair that the family expect the prescribed exercises to be continued if necessary; but if such methods are not followed at home it seems quite unreasonable to bore the child, who will be guaranteed an abundance of healthy exercise anyway, by extra calisthenics. Fatigue will follow and benefits of the natural camp activities will be lost. The usual amount of play in any normal camp is assurance enough of normal physical development. Relief from the tension of school life brings with it proper muscular relaxation, so essential to good health.

Every camp should allow from nine to eleven hours of sleep at night, the actual number of hours given depending upon the age of the child, and there should be an after-dinner nap of one or two hours. Even if the child does not sleep he will show less fatigue if the proper amount of discipline is used by the counselor to promote rest. Many children need an extra half hour of rest before dinner or supper.

3. That the child shall learn to swim. Parents realize the importance of this and if the child is seven or more years of age they have a right to expect that at least the fundamentals will be taught. Many small children are afraid of the water and may not learn to swim the first summer at camp. Much can be done, however, in the course of one season to overcome this fear. The

earlier in life a child learns to swim the greater will be his proficiency later and there is always a great advantage in his learning to help himself out of some unexpected accident in the water. No child should be allowed the privilege, unaccompanied, of a canoe or boat, unless he is able to swim well.

4. That the child be taught self-reliance. Without the child realizing it, this quality develops as one of the outstanding results of a profitably spent summer. Of all camp activities, learning to swim increases most the child's self-confidence; this trait is further enhanced by his learning to handle a canoe or a boat. Camping out gives much pleasure and assists greatly in overcoming fears of a trifling nature. To climb a mountain and to reach the summit gives a child a distinct feeling of self-satisfaction.

5. That the child is happy. This should be an easy matter but is dependent upon several factors. The counselor must obtain the confidence of the child and must be patient particularly with the child who has left the family circle for the first time. The adjustment of the child to his tent-mates is most important in the development of happiness. The crucial point rests upon the ability of the counselor to make himself or herself the friend and bigger brother or sister of the child. If such an adjustment does not take place at the opening of camp, it should be the duty of the head counselor to make a necessary change. An unhappy child ruins the morale of the whole tent or cabin.

6. That the child be developed from a psychological standpoint. That the shy, reticent individual be transformed in the period of eight weeks is a difficult task; that the child who through outward boldness, which often covers up his own feelings of inferiority, be changed into a mild mannered, meek little person is almost impossible. Too often habits which have been mishandled by parents at home may be improved upon but not entirely changed in the short time allotted to the camp to complete the task. Perhaps one of the things which the father desires most is that his boy's "freshness" be "taken out of him." The idea seems to be that he should have his "bumps." This may be accompanied gradually by reasoning with the child, rather than by rough handling him. It is doubtful if a pair of boxing gloves ever accomplish the result. Too often the boy is subdued and his spirit broken, and incidentally his summer is spoiled, and what little respect he ever commanded from his mates is lost and never regained. Children are relentless in their attacks upon the boy who happens to be downed.

It is at least gratifying to parents that many of the bad habits of children

such as those related to eating may be entirely remedied by a summer spent at camp. Unless they are ill, most children who eat poorly at home will overcome this habit during a summer away from the family table, providing the parent does not resume the previous tactics with the child upon his return home.

7. That the child have good food and milk. If the child has the best of food at home, the parents have a right to expect the same at camp. An inquiry should be made about the milk supply. Parents should know something of the dairy from which the milk comes and they should know whether or not the cows composing the herd are tuberculosis free and abortion free. Milk at camp—as at home—should be pasteurized.

8. That the camp have good medical supervision. Is there a resident nurse? Where is the nearest hospital? What doctor is called upon in case of illness? What are the facilities of the camp for the treatment of illness? What are the sanitary conditions? Parents have a right to expect that any illness, regardless of how unimportant it is, be reported immediately.

9. That the camp send regular reports about the child. A weekly report should suffice, although many anxious mothers expect a report more often. This means a burden upon the counselor, who probably dislikes to write letters during his few spare moments and who in the average daily routine of camp life finds little of more than ordinary interest to report more than once a week. If the child is more than ten years old, he or she may take the responsibility of a more frequent report. The parents should rely upon the intelligence and judgment of the camp director or the counselor to inform them concerning anything of unusual moment about the child's condition, such as illness or an accident. No news is usually good news, even though it may be hard for the mother to appreciate this. The camp is really not so far from home, after all, and the telephone and telegraph are always available to report anything of importance.

Such are some of the more important points which parents consider when they send their child to a summer camp. Ambitious fathers and mothers expect a great deal but they must not forget that in the average camp season of eight weeks the child who leaves home for the first time in his life may actually not reap all the benefits which are desired. What the child acquires may depend upon himself. If he enters camp activities with enthusiasm, his development may be gratifying even in the first year at camp but often the second or third season is necessary to bring out many of his latent qualities.

I'd love to make movies, too—when my husband gets a raise...



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In writing to advertisers, please mention the NATIONAL PARENT-TEACHER

"ALWAYS BELITTLING"

(Continued from page 7)

it to me, the little story went something like this.

On Peter's sixth birthday it first dawned on her that something had begun to go wrong. Of course not all had been peace and harmony up till then—they had had their little scuffles. But this was different; this was the stand of an individual back of his own individual decision. Then as time went on, similar occurrences became more and more frequent until Peter's parents came to the conclusion that they'd carried this "minding" business far too far.

My friend declared that, as a young mother, she'd been sold on the idea that "practice makes perfect." She and her husband both felt that if obedience was always demanded of Peter, as he grew older it would become quite the

natural order of events. It didn't occur to them then that the time would come when mere obedience would be a poor staff for Peter in making his own way through life!

Their reasoning must have been somewhat along the line of the woman—or was it a man?—who believed that if she lifted a calf every day from the day it was born, she would be able to lift it when it was a cow! She had discounted many things—and so had they! Quite suddenly they saw that the problem was not one of obedience, but rather of where parental instructions should leave off and self-direction begin; it was a matter of looking ahead with Peter, of helping him to stand alone.

So for them it was a question of reconditioning—of going back to do it over. But as usual, it wasn't easy. In fact, reconditioning never is easy. The line of least resistance is too alluring.

And in this case things happened—some simple, some more complex—and all were given the same treatment. Here was a child who must be left to figure things out for himself. What if the mother has to bite her tongue rather than ask "Where to?" Why not speak matter-of-factly, on occasion, of sex and let the child look eye to eye with his father at everyday facts? For these parents to leave off imposing their wills upon their child was a difficult achievement—but oh, how worthwhile—when it was clear that Peter was defiant only to save his own will from being broken!

Your child's problem may not be the same as Don's, Elizabeth Ann's, or Peter's. But it may call for reconditioning just the same. We can all think of instances where such adjustments have worked. For example, there was the mother who, regularly and in secret, went over the pots and pans after

• • • • •

IT'S UP TO US

What Children Do

by Alice Sowers

ILLUSTRATIONS BY RUTH STEED



Boy: But, Dad . . .

Father: As long as you drive my car, Peter, you'll do as I say.



Boy: But, Dad . . .

Father: There are certain rules all careful drivers follow, Frank. This is one of them.

Frank is a safe driver: His father is doing more than helping him to learn the rules of the road; he is pointing out one of the principles underlying good citizenship. Frank is learning that even in an age of great freedom laws are necessary; all through life, where the welfare of the individual or of the group is concerned, rules must be obeyed. . . . All boys want to be good drivers. Taking a chance, avoiding getting caught, ignoring traffic laws and the courtesies of the road, he is not recognizing the reason for the rules or their soundness. Perhaps he considers them silly; perhaps he thinks they are merely his father's pet ideas. Once he gets the car alone, not governed by "do it because I say so," he will proceed to prove it to himself and to the world—how foolish his father is. . . . Frank is learning the fundamentals of good driving.

her young daughter had washed the dishes, rather than discourage her; there was the mother who purposely left many things imperfectly tidied in her son's bedroom, occasionally working side by side with him for better standards; and there was the mother who faced her task of guidance to where the family pocketbook suffered, matter-of-factly putting into her budget the item, "Loss—children's mistakes"! "I know experience is a dear teacher," was her laughing comment on this, "for I pay the bills."

Such mothers have vision. They point the way; they guide, ready to help or advise, as the case may be. Of course they suggest, and of course they criticize, but they do this realizing how absurd it is to hold to too-high standards through thick and thin. They use their measuring sticks with a difference, understanding that, like the little elf in the poem by John Kendrick Bangs, most children are—"Quite as big for them, as we are big for us."

THE ROBINSON FAMILY

(Continued from page 19)

active child.

When my sister was wondering if Nancy's behavior was due to her handling of the child, she may not have made a bad guess. Nancy is now in the unenviable position of being the "middle" child. With Jack away, Molly has the privileges of the eldest, Tommy is still the "baby"; for while he is not spoiled and coddled, it is in the nature of things for the youngest child of a family to have a very special position, one that it is impossible for any other child to occupy. It may be that Nancy's easily-upset feelings are an indication of an unconscious desire to get more attention from her mother. Molly is sure of getting a good deal because she's always battling to establish her independence; and so is Tommy, because he is still quite dependent on his mother's help. Perhaps Nancy is left out in the cold a bit; she may not be getting the constructive encouragement she needs.

It would be a good idea to look into her school life, too. Nancy may be trying to get as good marks as her best friend; she may be overconscientious, and take even slight reproofs over-seriously.

When a child is showing lack of emotional control, punishment or scolding, we may be sure, will only make things worse. What we need is insight into the cause of the trouble, before trying to apply a remedy.

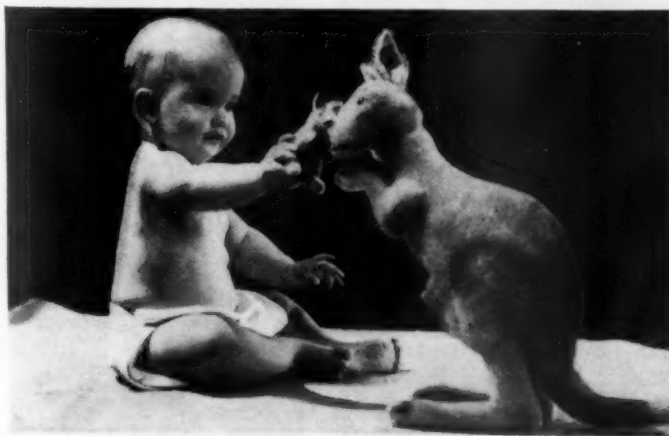
Next Month:
WHY DON'T YOU LIVE
WITH US, AUNT GRACE?



● "Look! See what she's got in her pocket...her baby! Isn't he lucky—always going riding! Of course, he must rub up and down a bit when she jumps. I'll bet his seat gets chafed!"



● "Know what to do for that, Mrs. Kangaroo? I'll tell you—just sprinkle him good with soft, slick Johnson's Baby Powder. It makes any baby feel great! Let me put some on him—I'll be very careful."



● "There!...Doesn't he feel nice—doesn't he smell nice?...And no more rashes or chafes or prickly heat for him. He'll be so good you can put him in your pocket and forget him!"



● "Feel my Johnson's Baby Powder—isn't it lovely and downy and soft? Never gritty like some powders. It keeps a baby's skin just perfect!" And that, Mothers, is the surest protection against skin infections! Johnson's Baby Powder is made of the finest Italian talc—no orris-root. Babies need Johnson's Baby Soap, Baby Cream and Baby Oil, too!

Johnson & Johnson
NEW BRUNSWICK NEW JERSEY

THE PLACE OF ART IN FAMILY AND COMMUNITY LIFE

(Continued from page 13)

is introduced. Second- or third-year students may enter classes in mural design, weaving, two- or three-color block-printing, and modeling. Many of the students proceed from the Museum classes to those offered in the Art Academy after they are fourteen years of age.

ART EDUCATION FOR ADULTS

Free activities for adults consist of a series of Sunday lectures at 3:30, given by members of the staff and guest speakers; guidance which must be arranged in advance, and occasional week-day talks. The general public may use the library; books, slides, photographs, and colored reproductions are lent freely. The Museum is open free every day but Monday, when there is a charge of twenty-five cents for non-members. Most of the Museum classes and lecture series for adults are, however, open free only to members. Others are admitted on payment of a small fee.

Seven years ago we began rather general educational work for adults. The first attempt to interest this group did not develop successfully, for the lecture courses offered, dealing with the history of the various arts, failed to bring members to the Museum. Members were then questioned to find out what they wanted and there were very few demands for history. They wanted sketch classes, interior decoration, garden design, photography, and other practical subjects. We were not able to offer all of these at once, but began with a course for those interested in interior decoration. This was arranged so that the first hour of the meeting was devoted to a lecture and discussion and the second hour to practical laboratory work. Many members came and this encouraged us to introduce one sketch class Wednesday mornings and later a second sketch class was offered on Tuesday evenings. Then came courses in gardening and photography and the graphic arts. We use slides, but try to emphasize the practical application of the principles discussed. As in everything else, the degree of success in each course depends to a large extent on the teacher.

Socially we also offer adults private views of new exhibitions, teas, and occasional evenings of music or lectures by recognized authorities in particular fields of art. All of this seemed to progress pleasantly, but the director became convinced that the efforts were too scattered, too lacking in continuity to offer a sound foundation in appreciation of the arts. It was this conviction that led to the organization

of the three-year course in appreciation now being given at the Museum. Plans were worked out and submitted to Mr. Frederick P. Keppel, President of the Carnegie Corporation of New York, with an appeal for money to finance the conduct of a new course. Fortunately, the Carnegie Corporation responded favorably to our appeal and it is owing to their generosity that we have been able to develop a program of adult education that does more than merely brush about the edges of art.

The aim of the course is to provide a foundation for appreciation and discrimination. No previous training is required. The course continues through three years. The first year's work consists of an intensive study of the fundamental principles underlying art as demonstrated in drawing, painting, sculpture, architecture, and the decorative arts. The work of the second year deals with materials used by the artist in different fields and the techniques whereby he shapes these materials into works of art. Taste and style are also discussed. In the third year an historical outline of art is studied with special emphasis on connoisseurship. The objectives of the course are to encourage people to observe works of art with some understanding of the means used by the artists to attain their ends and to develop standards for forming estimates of quality. One would not be able to read a novel, appreciate poetry, or understand a drama without some conception of spelling, punctuation, sentence structure, or poetic form. Too frequently courses for adults develop into mere passive listening. To quote a recent study dealing with adult education in British museums prepared for the Carnegie Corporation, "The students should themselves be active and do expressive work. The subject should be treated in such a way as to lead to active intellectual work and mental development instead of passive acquisition of facts. For this, a certain amount of continuity and development in subject and presentation are necessary."

A work of art is produced by an artist who is intelligent as well as gifted with a sensitive, emotional nature which feels deeply and significantly the thing that he wants to produce in aesthetic terms. By intelligence we mean that thorough understanding of principles, rules, and technique which makes it possible for him to express his emotional or aesthetic idea in pictures, sculpture, buildings, or the useful arts. It is difficult to define the emotional complexes

which assist in the creation of important works of art. However, we can define and understand the artist's intelligent attack of the problem. When he has gained facility in technique and in the handling of material and has mastered the fundamental principles, he frequently produces something which is not easily comprehended by the layman who lacks training in these matters. In this course, therefore, we discuss line, form, color, and abstract and pictorial design. One, two, three, four, or all of these elements may be utilized by the artist in his creative production. Study of these principles leads to understanding, and understanding leads to a keener appreciation of works of art.

In the course, study means not only lectures, discussions, and reading, but also actual experience in the handling of line, form, color, abstract, and pictorial design. Therefore, the work is divided into lectures followed by discussions and practical laboratory experiments and there are assigned outside problems and reading. The laboratory work is not designed primarily to make creative artists of the students, but to provide them with a background for appreciation. Should they have or develop creative ability, so much the better. Students are also asked to consider carefully the exhibition of line, form, color, abstract and pictorial design which is set up in the Museum. This exhibition is arranged to provide a visual explanation of the topics discussed in the lecture and the problems set in the laboratory exercises. Too often a study of art begins with its history. This practice, unfortunately, is prevalent in many educational institutions today. The Carnegie course reverses the usual order—historical development is not considered until the third year when the student presumably will have acquired standards of taste.

There are twenty-four two-hour meetings of the class. The two-hour period is divided as follows: the first hour is devoted to a lecture with slides and illustrative material, followed by discussion; the second hour is devoted to practical laboratory or studio exercises and criticism of outside problems. In order to reach as many people as possible, the course is repeated Saturday mornings, Monday evenings, Tuesday afternoons, and Tuesday evenings.

There is a nominal fee of ten dollars to cover part of the cost of materials, publications, and illustrative materials which are provided. The fee to members of the Museum Association is five dollars. A syllabus or outline, laboratory exercises, outside problems, and reading lists are prepared and given to each student. The meetings are held at the Art Museum.

The second year is conducted as the first, only with a change of subject matter. The close relationship which exists between medium and technique is an element in the formation of style. Style varies according to the ability and imagination of the artist and is also influenced by the period in which he works. Material, technique, and style must be taken into consideration in the formation of aesthetic judgment. Aesthetic judgment or taste is the ability to differentiate between good, bad, and indifferent objects produced by artists and craftsmen. Taste varies not only between races, nations, and periods, but also between individuals within a given group. There are those who are skeptical with regard to the possibility of training in taste. Granting that taste is a very personal matter, still it is possible to recognize standards in a given field; for example, that of pottery, based on a reasonable understanding of the possibilities and limitations of baked clay and glazes. The design and decoration of the object may, of course, vary within wide limits, but these variations must not run contrary to the laws of suitability to function, material, and shape. Therefore, in the second year of the Carnegie course, the student not only considers materials and techniques, but also inquires into their relationship to style and taste. The value of the study of line, form, color, and abstract and pictorial design and its bearing on the work of the second year should be obvious.

Naturally, in the twenty-four two-hour meetings of the class it is not possible to cover all materials and techniques of all the arts. Therefore, a selection is made of drawing in six different media, six methods of painting, two processes of printing, and two subjects—pottery and textile—from the field of the decorative arts. Several meetings at the end of the course are devoted to interior arrangement in which the work of the second year is definitely related to the work of the first year.

Within each group of subjects the student is assigned, in the laboratory periods, to one particular material or technique. As an example, during the five meetings dealing with methods of painting, although fresco, tempera, oil, water color, and air brush are dealt with in the lectures and demonstrations, in all five laboratory periods the student works with one of these media. In this way he gains a general knowledge of the various types of material and a specific, workable knowledge of at least one. And the advantages of holding courses of this type in an art museum are obvious, for in the development of appreciation of quality it is important that students come in contact with original works of art.

She thought her children were growing away from her



Her married son, Jim, and her daughter, Irma, also married, no longer greeted her as they once did when she came to visit—with a hearty kiss on arrival and departure. True, they were cordial enough, but she missed that final evidence of affection to which she had been accustomed since they were babies. Its absence left her with a forsaken feeling and with the bitter conviction that her children were growing away from her—no longer wanted her around. Of course she was wrong; but she never once suspected the true reason for their indifference.

Elderly People

You never know when you have halitosis (unpleasant breath). The subject is so delicate that your best friends—even your near and dear ones—hesitate to tell you about it.

Most unpleasant breath conditions are caused by fermentation of tiny food particles skipped by the tooth brush. Consequently, even the young may be guilty. But middle-aged and elderly people are the worst offenders because so many of them are forced to wear partial or full plates—notorious for the way they retain fermenting foods.

You Need Deodorant Power

How foolish to repel others when the breath can be made sweeter, fresher, more agreeable so easily. First, by greater care in tooth brushing . . . then by the systematic use of Listerine Antiseptic.

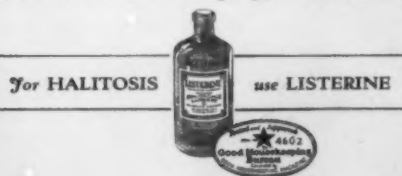
Don't expect tooth pastes or powders, or ordinary mouth washes to overcome an offensive breath condition. What you need is a mouth wash that is both antiseptic and deodorant in effect. Listerine succeeds so well in breath control because it is that type.

Listerine's 4 Benefits

Used as a gargle and mouth wash, it provides these definite benefits: (1). Quickly halts fermentation of food particles. (2). Sweeps decaying matter from large areas on mouth, gum, and tooth surfaces. (3). Destroys millions of bacteria capable of causing odors. (4). Overcomes the odors themselves and leaves the entire mouth feeling delightfully refreshed and invigorated.

To put the breath beyond reproach, use Listerine Antiseptic every morning and every night and between times before business and social engagements.

Lambert Pharmacal Company, St. Louis, Mo.



SEEING OURSELVES AS CHILDREN SEE US

(Continued from page 15)

discourse learnedly on family relationships, on what children think of their parents, and quite another to find out, through spontaneous expressions, "what ails them." The same troublesome situations, in various forms, come up time and again. It is doubtless no surprise to parents that heading the list are the questions of allowances and of relationships with and responsibility for other children in the family. These rank highest in the letters studied. Next comes the question of going out at night and of having dates. Participation in household duties comes in for its share of discussion. And that of not keeping a promise gets a large share of attention. As the child quoted above writes, they wouldn't mind half so much if the parents would just say no in the beginning! But it's so much easier for doting fathers and mothers to say yes than even maybe.

LEST we jump to the conclusion that children are overly critical, that they like to complain for complaining's sake, let us consider their comments on the problems they raise. The radio program, through which these letters have come, is something of a forum for exchange of ideas in that young people write in to comment on letters that have been read on previous broadcasts. It is even more of a forum in that the script is written from the discussion of certain letters by a group of young people. Here is the way it works: Letters to be discussed are read to a group of boys and girls and discussed by them with a parent education specialist. Their comments are recorded in the meeting and the script for the following broadcast embodies their comments. That they can look at these matters objectively is shown in these discussions as well as in the letters. Sometimes this informal jury finds the parents at fault; sometimes the children. These young people are able to view such matters with a fairness which would do credit to many of us adults.

For instance, following are a few of the comments of the children on the subject of the boy who couldn't get his younger brother out of his room:

"He shouldn't put his brother out all the time. He ought to share it with his brother sometimes. On the other hand, maybe the older brother wants privacy for his work, or to read, or to make experiments."

"A lot depends on the age of the little brother. Maybe he's too little. Then he wouldn't have the understanding to know about privacy."

"The little boy is probably lonesome."

"Why doesn't he play with his friends?"

"Maybe he hasn't got any friends."

"Why can't the older brother play with him once in a while?"

"I have pictures of movie actors on the wall of my room. My sister was always hanging around my room. I found out she liked Dick Powell, and that's what was attracting her to visit me all the time. I finally gave her the picture and she doesn't bother me any more."

"My sister always goes for the packs of paper in my drawer. When she has finished with that, she goes out and leaves me alone."

One boy expressed two fundamen-

CHILD IN SPRING

by Eleanor A. Chaffee

*He has no bough to bloom in light
Against the dusk of an April night;
No roots to stir in earth grown brown
And warm with the soft rain coming
down.
But he has a whistle, he has two feet
To dance along the quickening street.
He jumps the hedge with a single
bound:
He feels the spring in the lively ground,
And in his eyes is a lamp that glows
Tender and lovely as the rose.*

tals which we might all bear in mind—to our own profit. "It's no fun when your mother makes you study," he writes, "but it is often fun when you go to your duty voluntarily. . . . The teacher teaches you, but you must do the learning yourselves."

A BOY who complained that his fifty-cent weekly allowance was too small stirred up a lot of correspondence from young listeners. Here, too, we witness an ability to reason and to understand.

"I agree with the boy budgeter about his allowance of 50c a week," writes a girl. "I get that much and it's all I can do to live on it."

"I think the boy who is complaining about his allowance ought to have it cut rather than raised," writes another. "I believe if this was done he would learn to economize and make

the smaller amount he got go farther. His parents should cut it and let him learn to economize and then maybe gradually raise it as he became more careful. I'll soon be 15 and only get 25c and sometimes a little more when I need it."

"I am 12 years old and I just get \$.10 a week because my mother is a school-teacher and we aren't any too rich. I think kids that get \$.50 a week are very lucky. I get along on \$.10 but after all, I *am* a girl, and I really do think that boys need more money than girls, because, for instance, sometimes a fellow feels that he's just got to take a certain girl to the movies, and all the girls have to do is say, 'yes,' when they ask you and you don't need to spend your allowance taking a *boy* to the movies."

A girl writes: "I don't think 50c a week is enough for a boy of 13 or 15 for he has to take his girl friend out and buy other things. I get 25 cents a week but I think a boy should get 75c to \$1.00 a week. That is if the parents can pay that."

One child writes in one letter many of the things we have been saying for a number of years—and he doesn't sound too prudish in doing so, either. Here is practically the entire letter, as an indication of how children can think these things through, if we give them half a chance:

"I think that Burton should earn any money over 50 cents that he gets. If he has truly tried to live on 50 cents a week, and I think he has, and finds that after all his trying he still can't live on that amount, he should get more money. 'But,' he says, 'how can I earn it?' Oh, there are lots of ways. Remember the old saying 'Where there is a will, there is a way'?"

"Listen, Burton, why don't you have a meeting with your parents to decide just how you can earn extra money by helping around the house? For instance, shoveling the snow off the walks in the winter time—15 or 25 cents, running errands—10 or 15 cents depending on the weather, distance to the store, and amount you carry home. Set prices on all general housework that you could help with.

"But don't get me wrong! I do not mean that you should be paid for every blessed thing that you do. You should do the things I mentioned in the above paragraph on your own initiative. By that I mean that you shouldn't have to be told to do those things, but just do them without being told to do them. I'll bet you anything that you could increase your allowance so fast it would make your head swim! And besides increasing your allowance this would teach you to depend upon yourself to get things done and not wait to be told. This part should appeal to your parents as it is preparing you

for a hard-boiled business world that has no sympathy for slackers."

With regard to a girl who was constantly being promised things by her mother, and equally often having the promises broken, a seventeen-year-old girl writes: "Elizabeth is old enough to have an understanding mind and her mother should recognize this fact. If her mother sat down and explained and discussed this problem with her, I'm sure Elizabeth would understand. If her mother does not keep her promises there is the great danger that Elizabeth will lose faith in her mother's word. . . . Mother and I have talked our problems over. Sometimes it was hard to see her point of view, to believe her reasons were right. But she was always fair and reasonable and so I respected and believed her word. This practice has carried over into my grown-up world and I think it is one of the main reasons my childhood was happy."

It has been possible to quote only a few of the letters here. But they point out again that children are fair minded, that they can be "reasoned with," that they have a desire to give their parents the understanding the children want themselves.

What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER MAGAZINE. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. Why is it particularly unwise to stress the things which our children do that we consider poor practice? 6-7.
2. How may we avoid this, and what are some of the ways through which self-confidence can be renewed? 7.
3. How can we give children a true sense of appreciation? 10-11.
4. What are some of the ways in which art education can be made a real community affair, and how does it benefit children? 12-13.
5. How may we get fathers interested in newer methods of bringing up children? 16-17.
6. Why is it important that we give boys in their teens some independence without too close supervision? 18.
7. What may be some of the causes of an eight-year-old's emotional upsets? 19.
8. What factors should parents look for in choosing a camp for their boys and girls? 24.
9. What are the essentials of the infant's wardrobe? 32.



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THE ABC'S OF A BABY'S CLOTHING

(Continued from page 14)

usually needed, too, since they cannot be adjusted by folding, as the gauze diapers can.

Many mothers are finding the new disposable diapers a welcome help in a time- and effort-consuming job. They are particularly useful when traveling or visiting with the infant. Throw-away diaper inserts of soft paper which are used inside the cloth diaper to absorb the worst of the soiling are inexpensive and nice to use. After considering all this diaper story, you really should be convinced that the diaper problem has at last achieved proper recognition.

There is the question of rubber or waterproof panties. Since anything that is waterproof obviously cannot allow proper ventilation or circulation of air, such panties are to be used sparingly, if at all. But there's no doubt that most mothers will breathe easier if baby is thus protected when going to call on impeccable Aunt Flossie, who just loves to hold him. Both the waterproof silk and the latex panties are satisfactory.

While we are on the subject of protection from the diaper's inevitable moistness, one of the newest and, to my way of thinking, biggest improvements in baby care is a new pad. If you have ever used one of the old-fashioned quilted pads which take *days* (literally) to dry in bad weather, and which weigh a ton (not quite literally!) when wet, you will hail the new pad with delight. It is made of the same specially-woven material as the gauze diaper. It is just about as easy to wash as the diapers and dries from four to seven times faster than the quilted pads. Faster drying means you won't have to buy so many pads—a cheering note in itself. But the best thing about them is that the house or apartment won't have that perpetual wash day look!

The two small layette sizes are folded and tied at the corners in use, and can be unfolded for laundering, a simple and extremely practical idea. You ought to have, at the least, three of these small pads—and they will go farther than six of the quilted ones! Then, later on, when your baby begins to kick pads, blankets, and sheets around, this same pad in a large size is made with a cloth flap on each side which can be tucked under the mattress and will hold the pad firm, without ripping or pulling off as pins or tapes do.

TO get back to our proper subject of dressing the baby, what does he wear besides a diaper? In hot summer weather, he may wear nothing else. For general use he will wear a shoul-

der-strap band and shirt with sleeves. There is no need to have any of the straight bands or binders to wrap around the baby's middle. Their only purpose is to hold the navel dressing in place until the cord comes off and that happens before the baby leaves the hospital. Some mothers dispense with the shoulder-strap bands as well, using only the shirt, but the majority use both band and shirt.

Shirts have been constantly better designed to make them more comfortable and easier to put on. Those opening down the front are fastened with either tapes or buttons, and a new type shirt which goes on over the head has a clever shoulder arrangement which makes it unnecessary to use any fastening means. This latter type seems particularly suited for older babies rather than for the very, very young.

When it comes to shirts and bands, an important question, of course, is the material. There are strong advocates for both a wool mixture (that is, silk and wool, or cotton and wool) and for all cotton. All silk is surprisingly warm and is often used. Your doctor's opinion is the best guide to follow. If you must decide for yourself, you will probably feel safer to get a wool mixture, which is warmer than all cotton, unless your baby is coming in the summer. Then all cotton is suitable. Shirts have long sleeves for winter use, are short-sleeved for summer. And you may use only the shoulder-strap band in hot summer weather. You will need at least three each of shirts and bands, in the second size. In winter, with so many bad drying days, it is convenient to have four.

As for stockings, they are unnecessary, and even undesirable for regular use. Long stockings are very apt to be wet much of the time. One or two pairs of knitted booties will be useful to have in case your baby's feet get cold but their steady use is not recommended.

Now we come to the dressing-up part of it. For everyday use during the early months, it seems sensible not to bother much with dresses and to use just nightgowns. They are easy to put on and take off, and save fussy laundering and ironing. However, if you want to use dresses, simple ones opening all the way down the back and needing no slip or gertrude underneath are most practical. You will need about six of them. For really important occasions, when the whole family dons its best bib and tucker, you will probably want a nicer kind of dress and a gertrude. Such dresses are nice for gifts and you may not need to buy any.

The nightgowns should be of soft, knitted material. If you plan to use them in place of dresses, as well as for nightgowns, you will need five or six. If you use them only as nighties, three or four should see you through. Kimonos are not essential, but a good flannel or cashmere kimono will often be useful. Some mothers use the knitted kimonos instead of dresses, in which case three or four of them are needed.

Nightgowns and dresses which open down the back may be parted and pulled out to the side when the baby is in the crib, and so won't get damp from the diaper. Or a small size pad may be slipped up between the diaper and the rest of the clothing.

THAT covers the real essentials. Sweaters, which are very useful in adjusting for sudden changes in temperature, usually come as gifts, but you may want to knit one or two light wool ones. If you do, be sure to make them large enough to be useful for more than a week or two! And learn how to wash them properly, and you'll get twice as much wear out of them. You will probably want a bunting, although you can get along with an afghan or wrapping blanket. And one of the new type sleeping bags is convenient later when your baby begins to get active. Just remember that a thick wool bunting or sleeping bag is hardly suitable for a summer baby, and they are now made in sensible light materials for summer use.

Once supplied with all the essentials, it is up to you to use them sensibly. Keep it in mind that the porous light materials you have so carefully selected in diapers and shirts and bands will have their purpose defeated if you "pile on" sweaters and wrappings that aren't needed. Mothers seldom make the mistake of putting too little clothing on their babies, but overclothing them is far too common a failing. And follow the temperature, not the season, when you're adding or taking off extra clothing. If you've ever lived in New England, you will be particularly aware of the weather's vagaries—16° below zero on one January day and 45° above on the next! Remember, too, that the temperature inside your house may vary considerably, and that an active or very robust baby keeps himself warmer than a quiet or very small one. And it's perfectly obvious that an old-fashioned, draughty frame house in northern Maine is a different proposition from a steam-heated apartment in Cincinnati.

There is no hocus-pocus about clothing, no magic formula or ritual of dressing which mustn't be broken. The best insurance for keeping your baby healthily and comfortably clothed is to use ordinary common sense.

FATHERS, JUST FATHERS

(Continued from page 17)

search and expressed by experts? To apply "book-learning" to everyday home situations is a new departure for most men, and difficult, like all new ways of acting.

Moreover, it is but a short time since parents, particularly mothers, have been trying to make the new discoveries in medicine, nutrition, education, and psychology contribute to their children's safety and development. The first books written solely for parents in language clear to the everyday man or woman have been published but a score or so of years. Fathers have hardly had time to discover that there are books and articles written for them and that they are interesting, too. But the number of men who do read is rapidly increasing. You might try putting one at your husband's elbow under his reading lamp.

BUT perhaps it is not necessary for fathers to read what authorities have to say in order to become more sensitive to their children's feelings, more aware of the way they grew, more able to apply the principles of modern psychology to family situations. Every family problem is a unique one, requiring careful observation and thoughtful analysis. Books will give some insight into the general motives behind behavior, but just what is making John or Mary behave in any particular way is discoverable only through individual study. It may require honest admission of the share father or mother or grandparents or brothers and sisters have had in causing it. Such facts may not be pleasant to admit, but Father, more accustomed to face painful facts in the outside world, and less inclined to be personal and sensitive about them, can, for these reasons, contribute much toward their discovery. Women frequently say: "My husband tells me to stop nagging my boy about so many little things." or, "My husband said, 'Why not get her a table and chair of her own and put her off by herself instead of bothering so much about table manners?'" In other words, Father has qualities which should help in the analysis of family relationships, but, and this is a big *but*, he needs to use this ability with sympathy and understanding. He needs to "feel with" his wife and children as well as to "think through" their common problems with them.

To this end, discussion of common problems is often more enlightening than the study of a book. Such discussion may take the form of a talk with his wife, a conference with the whole family, a special trip with one of the children; it (Continued on page 34)



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FATHERS, JUST FATHERS

(Continued from page 33)

may be an informal discussion with friends or it may be in an organized discussion group. When led by an able schoolman, physician, minister, or layman, these groups have proved exceedingly interesting to men in a number of communities. In one parent-teacher association in New Jersey one meeting a year is for men only, and in conjunction with a discussion group it is leading to better understanding. In another state, monthly "smokers" are made the occasion for discussion of home problems, school relationships, or community needs. Ideally, men and women should discuss such questions together, but as a means of taking up the lag in interest and information which was mentioned above, the separate meeting has its place. At any rate, whether through books, discussion, the radio, or the ever-present column in the newspapers, to say nothing of the cartoons, men today do seem to be on the way to more conscious parenthood.

This change is more than welcome to their families.

Many a half-grown girl in the past has endured much mental anguish from the ridicule which met her first attempts to act grown-up, or to receive her first formal caller. Fathers have been among the worst offenders in poking fun at sensitive adolescents. But recently I was cheered when I heard a father remark: "The way she copies movie stars is a scream, and it is all I can do not to laugh, but I would not hurt her feelings for the world."

Many a mother feels the need of such help from her husband. Fathers, being as a rule the controllers of the family exchequer, are in the key position to help or hinder their children's progress in learning the use of money. I have heard a father who had never given his son an allowance, nor any training in spending and saving, nor any idea of the extent of his income, explode in rage over the unreasonable demands that followed entrance into college. On the other hand, I know a family in which such education has been in process for years, and when their son entered college, his parents were able to deposit to his account the full amount necessary to carry him throughout the year. These boys were fairly equal in intelligence, but the one had years of careless habits to overcome, while the other had a fund of experience and a sense of competency that placed him far ahead in degree of maturity and self-control. Such education would be impossible, however, unless father and mother were fully in accord.

It is granted by psychologists that there is considerable probability of a period of clashing between fathers and half-grown sons as the latter emerge into full self-direction. If fathers are aware of this natural phenomenon, as mothers are of the period of "no" and "I won't," that appears around three, they may be able to treat juvenile insurrection as a matter to be studied and dealt with calmly, rather than as a cause for anger and punishment. The degree of freedom which should be accorded to any boy is an individual problem, depending on the ability with which he is able to use it, and offers a splendid opportunity to parents to analyze their own attitudes and their son's abilities.

Another contribution that fathers can make is to their half-grown daughters, in the opinion of some writers on adolescence. In their progress toward maturity girls pass through several types of attachment to other people. Their mothers, their fathers, their playmates, their girlhood friends, succeed each other as the object of their love. In the teens, while they are turning from girls to boys for friends, some psychologists believe that fathers have an important service to render. They become a sort of bridge over which their daughters pass to the boy of their choice, who will become to them what they have seen their fathers mean to their mothers during so many years. In later adolescence daughters become more aware of the fine qualities in their fathers, which may have been taken for granted during childhood days. They are more inclined to make Father their confidant, to listen to his counsel. Such a relationship will not develop, however, unless there has been some companionship and understanding in the years before, and certainly not unless

the parents have demonstrated a fine type of relationship between themselves.

AND now we come to the third question asked at the beginning of this article: "How can we get fathers interested in parent-teacher work?"

Is it not again a question of attitude? Have fathers always been sure that they were wanted? At least, wanted for something more than an admiring audience, or an object for reproach? Are we not obliged to face honestly the question: Are we ready to give the men equal rights, a real place in the planning and direction of our associations? Are we not as women a bit disinclined to share the glory of an organization which has made such tremendous strides in numbers and influence? Must we not admit, however, that if we are to be truly an organization of parents and teachers, the fathers must come in? And can we not trust them to be fair and ourselves to be firm, if necessary?

One county council, at least, in New Jersey, has decided to make a determined effort to add men to the membership this year. They have set a definite goal and, if I know anything about parent-teacher workers, they will succeed. To me, it seems a token of security on the part of women that they are now willing to take this step. It is the insecure who are fearful and suspicious, the secure who dare to be generous and ready to share.

With their splendid record behind them, with problems to meet that were never so serious or so pressing, and with a truly united front, the great company of parents and teachers may do more than we have dreamed of, to give the children the chance that they should have, to make our country the place that it should be.

NOBODY LOVES AN INGRATE

(Continued from page 11)

brotherhood, for all the heritage which makes love of country a blessing. It is good to recall how we enjoy benefits which are not money and can never be measured by dollars and cents.

In the Brooklyn Ethical Culture School, the children celebrated a Winter Festival by making their dramatizations center around the enrichment people have derived from such an invention as printing. Great benefits have come from the fact that people like Gutenberg "gave wings to words." The festival showed how people used to read from pictures on walls or obelisks or written parchment—a much more cumbersome affair than today's rapid, cheap, and therefore more democratic, publication. A book is a piece of magic even more marvel-

ous than the wishing-carpet which might lift a child away to Arabia, but transports him out of the year 1937 back seven centuries into Nottingham Forest with Robin Hood.

The children saw the boy Abraham Lincoln beside the log fire carried off to the lonely island in the Atlantic with Robinson Crusoe—thanks to the Englishman who wrote the book as well as to the German who had invented print. American children are obligated to Greeks for the *Odyssey*; to Asiatics for the *Bible*, the *Arabian Nights*, tales from India, China, Japan; to an Italian for a jolly story like *Pinocchio*; to a Dane for *Hans Christian Andersen*. A long list of these debts to people in other lands might be compiled. This is one way of sav-

ing children from the stupid jingoism which forgets how mightily one's own country has profited from other lands. America is more awake today than fifty years ago to the importance, for example, of beauty, being far more interested now in civic planning, good music, excellent books and plays. Without beauty, our souls shrivel. Once a luxury in some parts of America, it is now a necessity. In this we have been helped by contributions from countries older than our own in these graces of the spirit. This is well worth bringing to the attention of young people. Those who prize this gift will encourage more of such giving, and will add their own.

Some children in their teens, when they rebel against the teachings of their childhood, may ask why they should be thankful to any such persons as the inventor of printing, who certainly did not have them in mind when he did his work and had not the slightest intention to benefit them. Indeed, there is a stage when some young people insist that even a benefactor may have been moved only by his own selfish purposes. He may have been out for money or for glory. While but a small minority of young people raise questions like this, we do well to meet these difficulties frankly. We can point out the difference between gratitude to those who really wanted to do a benefit, and appreciation or prizing of the gift even when it came from those who were not thinking chiefly of serving us. What mixed motives benefactors may have is hardly the chief point. This is a matter for themselves. For us, the recipients, the fact is that we are benefited by the gift. Suppose we cannot honestly thank the giver? He may be dead or he may be utterly unknown to us. What remains for us is to put the gift to good use. Share it with those who are not so lucky. Use health, safety, strength, a good home, freedom, schooling, to live a life which adds something to the world's well-being. So many gifts come to us which we have not earned by our own efforts! Making a good and fine use of them is the only way to enjoy them with self-respect.

This article has not dwelt upon education in religion. One reason is that a vital religion is never something off in a world of its own, out there all by itself, but a spirit which makes its presence felt in the deeds of here and now every day.

"Who can separate his faith from his actions, or his beliefs from his occupations?"

Your daily life is your temple, and your religion.

Whenever you enter it, take with it your all."—Kahlil Gibran.

This Article May Be Used to Supplement the Program Outlined on Pages 44-45

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YOUNG EYES especially need the protection of good light to help them see safely and without straining. For eyestrain . . . so often caused by poor lighting . . . is largely responsible for the fact that 2 out of 5 children reach college age with defective vision. Yet priceless eyes can be protected. These simple rules will help:

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Parent-Teacher Radio Forum

April 7

"Physical Education for Growing Children."

C. W. SAVAGE, Professor Emeritus of Physical Education, Oberlin College.

April 14

"Disease and the Doctor's Side of Growth."

JOSEPH BRENNEMANN, Chief of Staff, Children's Memorial Hospital, Chicago.

April 21

"The Effects of Family Income on a Child's Growth."

MARTHA M. ELIOT, Assistant Chief, Children's Bureau, U. S. Department of Labor.

April 28

"The Effect of Child Labor on Growth."

RICHARD A. BOLT, Director, Cleveland Child Health Association; Lecturer, University of California.

4:00-4:30 P.M. Eastern Standard Time. National Broadcasting Company, Blue Network

FOR HOMEMAKERS

(Continued from page 21)

liquid sprays it is not advisable to use a mouth spray and enough liquid must be used to thoroughly saturate the material. In the case of the solids which are less expensive, they must be sprinkled all over the article in cracks and corners. It takes one pound of naphthalene for each ten cubic feet, if used in a chest or closet.

GETTING YOUR MONEY'S WORTH

POINTS IN SELECTION OF READY-MADE GARMENTS. When it comes to the selection of dresses, suits, and coats for women and for the growing girls who have become clothes-conscious, it is a very difficult matter to set standards to guide the purchasers since style and not actual wearing qualities have such an influence on the relation of actual value and price. How many women really wear out a wool suit or dressy afternoon dress? Are they not generally discarded because they are out of style? Or even if not out of style, we are afraid of the old joke, the remark, "I always did like Mary in that dress." This is especially true, of course, of girls in their teens, to whom something new or "the latest thing" is of much more importance than actual wearing quality.

So we must make up our minds, and help the girls to make up theirs, as to what the family budget will allow for garments of this class, and then set an upper price limit for each article. With this firmly in mind, it will be easier to shop for as good a value as possible, even when fit, color scheme, and style must be considered as well as cost of upkeep. First look at the material, noticing labels and also asking the salesperson if there is any doubt whether it is silk, rayon, or wool, as a good quality rayon gives better wear for the same price than a poor silk or wool. Ask if it is fast color, if there is a question of washability as with plain sport dresses. Next notice the cut. Is the material cut on the straight, are any pleats generous enough so that they will stay in press?

Then inspect the inside finish of a garment very closely, as really good materials are seldom made up carelessly with raw edges and uneven seams. Look at the hem. In better dresses the first turn is usually machine stitched but the top of the hem is just basted or tacked loosely to allow for individual adjustment. Look from the inside of the dress toward the light to see if there is any evidence of pulling of the material at seams or pleats. Notice whether the fasteners are sewed on well and the buttons and buckles are durable.

FILM FACTS

by Edgar Dale

"Producers of movies," wrote Gilbert Seldes in the October *Atlantic*, "do not begin to suspect that a generation may rise which will not habitually go to the movies. . . . The way to make the movies more interesting, for a longer time, is . . . by discovering the true source of the movie's power, which lies in its magical and matchless capacity to convey all the variety and richness of life through the actions of human characters." If you overlooked Mr. Seldes's able discussion, "Quicksands of the Movies," we suggest it as an article of interest to all movie-goers.

...

In six years, according to Alan H. Nicol, director of visual education, the Buffalo public schools developed the use of 16-mm. films from zero, in 1929-30, to 14,605 films, in 1935-36.

...

Although western films are still shown in big cities in China they have lost prestige as well as popularity, said Winifred Holmes in a discussion of Chinese film production in the July issue of *World Film News*. The Chinese resent the way they are shown on the western screen. Tong wars are unknown in China, they are purely American gangster affairs; opium was forced upon China and is not an overwhelming national vice; revenge by poison is not part of the Chinese scheme of things; and finally, "a Chinese wearing Cantonese clothes and called Fu Manchu is as silly as a Hollander dressed in Spanish costume and called Von MacJones."

...

The new *National Visual Education Directory*, prepared by Cline M. Koon and Allen W. Noble for the American Council on Education, presents invaluable statistics on the radio, movie, and lantern equipment of most of the school systems of the country.

...

Speaking before the Child Welfare Committee of the League of Nations last spring, A. C. Cameron, of the British Film Institute, pointed out that too much emphasis is being placed on preventing children from attending the movies. It would be much more valuable and more fundamental to concentrate effort on seeing that good films are made available to children. One of the problems faced in the development of children's pictures, however, is the question of their preferences. English children like westerns, movies of life and action. We can produce pictures of this type, said Mr. Cameron, without resorting to crime themes; exploration, engineering, and kindred fields are rich in undeveloped material.



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1 fully ripe banana 1 cup cold milk

Slice banana into a bowl and beat with rotary egg beater or electric mixer until creamy . . . or press banana through medium mesh wire strainer with a spoon. Add milk and mix thoroughly. Serve COLD. Makes 12 ounces—two medium-size drinks.

No extra sweetening is needed. Just be sure to use a fully ripe banana (yellow peel flecked with brown); it contains about 20% natural fruit sugar. And don't forget—when you serve Banana Milk Shake, serve it COLD.

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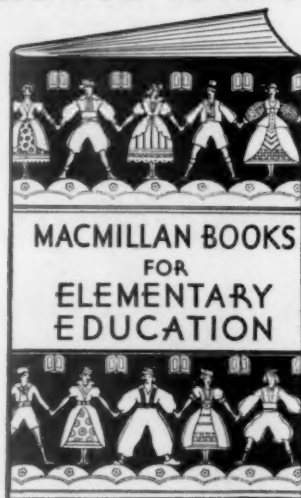
It is also effective for cleaning automobile radiators (directions on can). Sold by grocery, drug, hardware, and five-and-ten-cent stores—25 and 10 cent sizes. The Hygienic Products Co., Canton, Ohio.



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Parent Education Study Course: The Family and the Community



• THE PLACE OF ART IN FAMILY AND COMMUNITY LIFE

by WALTER H. SIPLE

(See page 12)

I. Points to Bring Out

1. Training in art does not imply merely learning how to draw or paint. It means developing the ability to judge between what is good and what is poor in all types of art, interior decoration, garden design, photography, and other practical subjects.

2. Drawing and painting are merely another way of expressing experience so people of all ages from childhood to old age can and do enjoy this form of expression.

3. Any community can make use of its resources to develop aesthetic appreciation. With the increasing emphasis on leisure should come increasing emphasis on art as a factor in the cultural life of the home and the community. There is no age at which art ceases to be important to the individual.

II. Problems to Discuss

1. What part can the school play in the development of art interests?

2. What are the resources in your community which may be used to emphasize art interests?

3. Plan a P.T.A. project in increasing interest in developing a more beautiful community.

SUGGESTED READING

Arlitt, Ada Hart, editor. *Our Homes*.

Washington: National Congress of Parents and Teachers. 50 cents; paperbound, 25 cents. "Art and the Child in the Home," by Dudley Crafts Watson.

Art Pamphlet. Washington: National

Congress of Parents and Teachers. 5 cents each. (Special prices for quantities.)

Robertson, Elizabeth Wells. *Creative Freedom in Art Education*. NATIONAL PARENT-TEACHER. February, 1937.

Helps in Directing Study Groups

THE leader should have two vice-chairmen: one to see that the books and pamphlets to be used are at the place of meeting, and the other to have charge of attendance.

The article should be read by every member in the group before the meeting. There should be a sufficient number of magazines to make this possible. If the number is insufficient, the leader may read the article aloud to the group. The leader should then present the points to bring out. After these points have been discussed, each problem should be presented to the group. Paragraphs from the article may be read aloud if this procedure is necessary to make the answers to the questions clearer.

For aids in carrying on group discussion, see the *Parent Education Third Yearbook*, published by the National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C. \$1.

CONGRESS COMMENTS

MRS. B. F. LANGWORTHY, National President, is scheduled to speak at the Tennessee Education Association convention, Nashville, March 25-27.

Mrs. J. K. Pettengill, First Vice-President, will attend the Inland Empire Education Association meeting, April 6-9, at Spokane, Washington.

National Board members will attend the following spring conventions: Mrs. B. F. Langworthy, Georgia; Dr. A. F. Harman, Alabama; Mrs. M. P. Summers, Wisconsin; Mrs. Noyes Darling Smith, Louisiana; Mary England, Alabama, Connecticut, New Hampshire, South Carolina; Dr. Ada Hart Arlitt, Indiana; Mrs. Jennie R. Nichols, Tennessee.

Alice Sowers will attend the New Hampshire and Rhode Island state conventions.

B. H. Darrow, National chairman of Radio, participated in a panel discussion, "Radio and the Public," at the Department of Superintendence convention in New Orleans.

At a safety session of the annual convention of the Department of Secondary School Principals, NEA, held in New Orleans, February 18-21, Mrs. Langworthy spoke on "Do Parents Desire Safety Education Taught in High Schools?" and Marian Telford, National Safety chairman, spoke on "What Is a Well-Balanced Program of Safety Education for High Schools?"

Dr. Ada Hart Arlitt, National chairman of Parent Education; Dr. William H. Bristow, General Secretary; and Mrs. Frank E. Dorsey, Missouri State President, participated in the parents clinic at the Annual National Conference of the Progressive Education Association, February 25-27, at St. Louis.

Mrs. Howard H. Hall, President of the Pennsylvania Congress; Mrs. Walter L. Bowen, President of the New Jersey Congress; and Mrs. Charles D. Center, Georgia State President, were recent visitors to the office of the National Congress.

The January issue of *Recreation* has an article by Gertrude E. Flyte, President of the South Dakota Congress of Parents and Teachers, entitled "A Parent-Teacher Council Finds the Way," which describes a summer playground program.

Mrs. H. Ross Coppage, President of the Maryland Congress of Parents and Teachers, represented the state branch at the banquet celebrating the 130th Anniversary of the University of Maryland. The banquet was held in Baltimore on February 11.

"Almost all the foods you buy
come in tamper-proof packages.
Why not milk?"



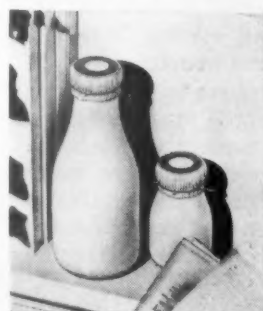
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THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.

CONGRESS OBJECTS

The objects of the National Congress of Parents and Teachers, which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska, are:

To promote the welfare of children and youth in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

ROOM REPRESENTATIVES STIMULATE MANY PROJECTS

Georgia

REPRESENTATIVES of a parent-teacher association selected from each school room are called room representatives, according to the *Parent-Teacher Manual*. "A well-organized plan for this type of service provides for close contact between the parent-teacher association and the individual parents in each room, and promotes the growth of membership, attendance, and interest. Room representatives have a rich opportunity to serve the children, the school, the teacher, and the parents, through the development of a cooperative spirit."

Tubize-Chatillon Parent-Teacher Association organized at a school located in a mill village near Rome and appointed two mother-member representatives for each room of this nine-grade school at the beginning of the school year. These representatives meet monthly at the home of a member for a round-table discussion of better methods of promoting parent-teacher work. The group, with the cooperation of the president, gave a tea for the faculty shortly after the opening of school, so that the school patrons and teachers might become acquainted. Another party will be given for the teachers near the close of the school year. The two representatives from each room invite their

teacher and the parents to tea, early in September, when plans are made to aid the teacher and children during the school year.

A monthly "Honor Roll Party," given by the whole group of room representatives to all students making a required rating, is held after school hours at the school building, where games and contests, with a "topping off" of ice cream, are enjoyed by these honor students.

Personal calls, made regularly to the homes of all parents, stimulate attendance at each parent-teacher meeting. The fifth grade representatives recently reported a 50 per cent attendance, the ninth grade 60 per cent, the third grade 75 per cent, and the representatives of the eighth and ninth were successful in getting 100 per cent of the parents to attend the first "Community Night" meeting held in the fall. Other methods of stimulating attendance have been through articles on the parent-teacher page of local newspapers, and notes sent to parents by the teachers and returned with the parents' signatures the day preceding each association meeting.

The teachers have cooperated fully with this group and give representatives a few minutes to talk to the children when the rooms are visited. Because of this, the students know their room representatives personally and are interested in any proposed project for their welfare or pleasure. An illustration of this is the help of the children in getting their fathers to attend night meetings. Other factors in getting the men to attend night meetings are the real interest of mothers, invitations to the fathers, and the interest and enthusiasm aroused among the men of the community by the sincere interest in child welfare and attendance upon all evening meetings by the resident mill manager.

That representatives have a real interest in the children of the school is shown in recent reports from several representatives, which indicate many thoughtful acts. Room visits, talks to children, and fruit and candy for the children at Christmas were reported by representatives from one second grade room. Activities for the other room of this grade include magazines given for children to cut on rainy day recess periods; a party; and the feeding of undernourished children in the room. Food and clothing have been given over a long period to a small boy and his parents who were ill.

Representatives of the eighth and ninth grades report visits to rooms and social activities planned for the boys and girls of this age-group.

Lastly, this room representative group cooperates with the different committees of the association in the promotion of all parent-teacher activities.—MRS. CHARLES A. MOORE, *Publicity Chairman, Seventh District, Rome.*

HIGH SCHOOL ASSOCIATION WORKS FOR YOUTH WELFARE

New York

How a P.T.A. may win recognition as a vital force in the life of a community is being demonstrated by the parent-teacher association of the Nathan Hale School, at Mt. Vernon.

At the very beginning of the school year, this P.T.A. sponsored an edition of the local community newspaper and carried in it five full pages of news definitely related to the Nathan Hale School and to its parent-teacher association.

The theme chosen by the P.T.A. for the year, "Our School and Our Community," was announced. Good photographs of school activities in which the P.T.A. had played an active part were spread attractively through the paper. The tie-up between the subject for study of the parent education group, "Better Social Relationships for Our Children," and the way in which the children of the Nathan Hale School are working toward that goal, was clearly illustrated in articles and pictures which caught the attention of even the most casual reader.

The Child Study group of the P.T.A. conducted a survey by means of a questionnaire to discover what the pupils were doing after school hours. As a result of the survey, the school library was kept open after school hours under the direction of parents and teachers.

Members of this P.T.A. unit participated actively in a community recreation program sponsored by the local Recreation Commission. The unit itself donated camping equipment for use of the school's Boy Scout group. The school building is now open every weekday evening with recreation facilities for children and their parents.

Continuing the emphasis on "School and Community," the Nathan Hale School P.T.A. launched a program of showing the pupils of the school how best they could serve their community and what they and other citizens of

Mt. Vernon might rightfully expect their community to do for them.

To this end, officials of the city, including the mayor, chiefs of police and fire departments, representatives of the board of health, of the library department, and of the public school system, presented to the boys and girls a series of talks concerning the administration of the local health regulations, fire protection, and other matters having to do with the administration of the city government.

A group of outstanding citizens of the community were approached by the boys and girls and questioned as to what they felt were the needs of their city. The answers received were published in the school newspaper, and received much favorable comment.

All these activities have had the effect of making even the non-members of the P.T.A. feel the significance of the parent-teacher movement in the city of Mt. Vernon. The P.T.A. there is recognized as one which is really working to the best of its ability for the welfare of the youth of the community, and trying to bring closer together the best elements of the school and community.—MRS. DONALD F. MACDONELL, *Publicity Director, New York State Congress of Parents and Teachers, 123 West Center Street, Medina.*

YOUTHFUL MEMBERS OF JUNIOR COUNCIL AID P. T. A.

Rhode Island

Realizing that much of the information concerning our P.T.A. could be best carried back to the home rooms by delegates from these home rooms, a Junior Council of the P.T.A. was organized in our school three months ago. One delegate from each of the thirty-nine home rooms constitutes the council, which is organized with a president, vice-president, secretary, and treasurer. The council meets every two weeks under the supervision of the principal. The first task was to bring to the meeting the set of answers to a questionnaire which had been sent out from the principal's office, asking parents if they would be present at the October meeting, if they would join at that meeting, or if they would join at a later date. Only the affirmative replies were brought to this meeting. The principal directed these delegates to return to their respective rooms and to urge the pupils to invite the parents who showed any interest to attend the first meeting and to join the association.

These delegates were permitted to give three-minute pep talks before their respective home rooms to see how many members their home rooms could obtain. (Since our home rooms are organized by grades heterogeneous-

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Coming in May

For the Love of Music by Jascha Heifetz

"Children begin life conditioned for a love of music," says this noted violinist. "The fact that many of them show no signs of this later on is the fault of their family life and lack of musical nourishment." He then goes on to discuss the subjects of how to make music lessons enjoyable, how to select instruments, and young musical geniuses.

"Let Me Be How I Grow"

by Jean Schick Grossman

The wistful story of her young daughter who wanted her parents to let her "be how she grew" starts off this vivid article, by a well-known parent education specialist, on how we may help children in the often trying process of growing up.

What Price Motherhood?

by Mary S. Krech

"Every mother owes it to herself and to her family to take advantage of modern means of making maternity safe." This article tells what those means are and the part that mothers, fathers, doctors, and nurses take in making childbirth safe.

ly, each home room has an equal chance of securing members.) In some cases the delegates actually called on these prospective members. Earlier the delegates checked the returns and followed up those pupils who failed to return with the notices.

In order to assist the secretary of the P.T.A., several members of the Junior Council volunteered to address postals, notifying the parents of the meeting. These delegates volunteered to sell tickets for a bridge sponsored by the P.T.A., and at the bridge, some of the girls served as candy venders.

This spring, we intend to accomplish much more with this new organization, for the writer believes this Council has untold possibilities in awakening interest among the parents and gaining members for the association.
—WILLIS S. FISHER, Principal, Gilbert Stuart Junior High School, Providence.

TRAFFIC SAFETY COOPERATIVE PROJECT

Alabama

The Alabama Education Association and the Alabama Congress of Parents and Teachers are cooperating in the development of an extensive traffic safety program. During the fall, these organizations sponsored eight joint district conferences and included in the program of each a discussion of the traffic safety problem. A model parent-teacher meeting was demonstrated at each conference at which there was a general discussion of our alarming traffic safety problem and what could be done about it. Previous to this, the Traffic Safety Education Project had been presented to parent-teacher associations. After discussion the following suggestions were made:

That the home and the school, through example and precept, inculcate in the youth a respect for law and order and instill other good character traits, particularly the garden variety of courtesy.

That a practical course in safety education be given an important place in the curriculum. (Some schools are doing an excellent piece of work along this line and are urged to send an informative report to the state P.T.A. office.)

That the P.T.A. place in the school library the magazine, *Safety Education*, which contains good instruction material for elementary, junior high, and senior high schools (Education Division of the National Safety Council, 1 Park Avenue, New York City).

That safety clubs and schoolboy patrols be organized.

That traffic officers be invited to talk to the student body. (Who would deny that uniforms are impressive?)

That we increase our efforts to se-

cure a standard driver's license law in Alabama.

That problems of school bus transportation, including behavior of pupils on the bus, be given serious study by the P.T.A. and the student body, separately and jointly.

That demonstrations be given showing the distance required to bring a car to a stop when traveling at various speeds. (This suggestion came from a person who had effectively used this method of discounting remarks made by a bragging bus driver.)

That parent-teacher associations acquaint themselves with the Red Cross First Aid Program in Schools and where possible sponsor this program.—MARY ENGLAND, *Membership Chairman, National Congress of Parents and Teachers, State Department of Education, Montgomery.*

SUGGESTIONS TO CONTRIBUTORS

It is the purpose of this department to discover and record for our readers, the most notable parent-teacher projects currently sponsored by local Congress units. In selecting items for publication, preference is given to stories of undertakings which have some permanent value and which definitely contribute to the development of the parent-teacher movement. To record the splendid and varied activities of all the 25,000 local units of the National Congress of Parents and Teachers would be a stupendous task, and such a record would fill a volume many times the size of the magazine. In our limited space, we must be content to reflect the best of what is going on in a limited number of local parent-teacher associations, thus indicating to our readers the type and scope of the work in progress in many, many other units at this time.

Readers are invited to submit to this department news items about local Congress unit activities, sending them through the approved state channel or the state president's office.

Contributors should observe the following rules in preparing material:

1. **Subject Matter:** Each item should deal with a noteworthy local unit project.

2. **Style of Writing:** Narrative, factual items are preferred. Facts should be presented in simple, direct terms, omitting unnecessary details, descriptions, personal opinions, and editorial comments. Items published in the magazine indicate the general style preferred.

3. **Length:** 200 to 500 words.

4. **Preparing Copy:** Write plainly (type if possible) on one side of paper; be sure to give name and location of local Congress unit; name, address, and official position of contributor.

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IN selecting sheets or blankets, especially, even the most experienced shopper finds it difficult to distinguish differences in true quality where the goods may look and "feel" very much alike. To meet the demand of women who want to KNOW what they buy, Chatham introduced its famous "Specification" label.

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How to become a magician, make equipment and give a show.

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Informational, entertaining stories of the animals of the great American desert.

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DEUX ENFANTS DE FRANCE DEUX ENFANTS A LA MER

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Gay little story books for French beginners—pictures on every page.

GOOD NEWS

The Young People's Library

Novels for older boys and girls, books tested and found to be favorites—varied as to subjects, authors, artists—formerly priced at \$1.75 and \$2.00—**New edition \$1.00 each.** Fifteen titles ready in May. Send for illustrated booklet.

(All prices tentative)

THE MACMILLAN COMPANY

A PARENT-TEACHER PROGRAM

VIII.

Appreciation

What does it mean in the life of the individual?

How does it aid in placing the proper estimate on the things of life?

Appreciation in its fullest sense typifies the spirit of gratitude. It is the quality of recognizing obligation and service and of appraising merit. It is also the ability to derive pleasure from what is beautiful, as in the appreciation of art, literature, and music.

Outlined by Elizabeth Shuttleworth

"Gratitude is a fruit of great cultivation; you do not find it among gross people."—SAMUEL JOHNSON.

Gratitude is the response of the human heart to those things from which, directly or indirectly, great satisfactions have been derived. It may be found in appreciation of the great works of master minds, in reverence for some notable achievement or ideal, in thankfulness for worthwhile opportunities, a great favor, or deliverance from unpleasant situations.

Through appreciation of parenthood by the Founder of the National Congress of Parents and Teachers, Alice McLellan Birney, has grown this great parent-teacher movement for which we have genuine cause for gratitude. Quoting from one of her messages: "Irrespective of creed or condition, we stand for all parenthood, childhood, homehood. In the child and in our treatment of him rests the solution of the problems which confront the state and society today. Let mothers, fathers, nurses, educators, ministers, legislators, and, mightiest of all in its swift, far-reaching influence, the press, make the child the watchword and ward of the day and hour; let all else be secondary and coming generations will behold a new world and a new people."

Training children to perform simple duties in the home, to have consideration for the members of the family, to value the simple things of life, all help to lay a foundation in the early years which will eventually unfold an answer to the question, "What does appreciation mean in the life of the individual?"

1. To enjoy a well-rounded life it is essential that the child shall understand and love nature.
2. Unless children are taught to understand nature, they will be as unable to appreciate works of art as they are unable to create them. The child has within his heart many of the images we seek to

awaken, a latent appreciation of natural beauty, flowers, running brooks, wild life, snow-capped peaks, sunsets, stars.

3. "The child who has not been given contact with nature's forms and moods can never hope for original power. God's first plan for getting His children close to the beautiful elemental things, was to give them a garden. . . . But the biggest human lesson that we learn in the garden is that of being master not slave."

—DOROTHY CANFIELD FISHER.

Democracy and beauty are not alien in their relations to worthy living. "Citizenship in the broadest sense is wrapped up with all that we hold good and precious," says Henry Neumann.

Through a sympathetic understanding of the struggles and vicissitudes of the founders of America and a genuine appreciation of their efforts to lay a sound foundation upon which succeeding generations might build, we are better able to appreciate our own heritage of American citizenship.

Topics for discussion:

1. Some of the benefits of being appreciative. We cultivate:
 - a. The ability to see "large things large and small things small."
 - b. An understanding of the value of the traits of character studied in this course, and our dependence on individuals in private and public life who possess them.

- c. A sense of the interdependence of people and nations and of the contributions which business and governments and the arts make to our comfort, our convenience, and our mental growth.
- d. An increasing feeling of moral security because of the great truths upon which our religions are founded.
2. How can these benefits of appreciation be secured for our children?
- a. By living in the home and in the schoolroom so that the preceding four points shall be exemplified every day in the year in the presence of children.
- b. By giving training in the house,

in the garden, in art and music classes, through trips to museums, factories, and spots of natural beauty.

- c. By installing a sense of gratitude for the manifold blessings of life which do not come automatically but because others have thought and worked and sacrificed for us.
- d. By leading children on to a spirit of service, that they, too, may add to the sum total of comfort, beauty, recreation, intellectual and spiritual stimulation, and may experience the satisfaction of having done their part in perpetuating these benefits for others to enjoy.

PROGRAM FOR THE GRADE SCHOOL P. T. A.

The program for a grade school parent-teacher association may be based on any of the subjects listed above for discussion which come within its field of interest.

Suggested projects:

Home and school gardens; flower boxes; rock gardens; exhibits of flowers and vegetables raised by

children; trips to parks and woods (report by pupils); trips to art museums and exhibits; exhibits of pets; helping in home duties; contests in handicraft; attention to the comfort of members of the home, especially grandparents or aged relatives. Demonstration of the value of good books and magazines or radio programs and movies.

PROGRAM FOR THE HIGH SCHOOL P. T. A.

The program for a junior or senior high school parent-teacher association may be based on any of the subjects listed above which are suitable for that age level.

Panel discussion:

This should include parents, teachers, and students. If based on "The Principles to Guide Youth in Home and School Relationships," it should prove interesting.

Points to develop in discussion:

- The parents' conception of parental authority.
- The parents' attitude concerning youth's obligation to them.
- Experiences which children share

"In fine, the teacher who loves joy and beauty, who understands people, who appreciates the many temptations abounding in all around us, and who does not scold but tries to give the better way of living all the advantages of superior attractiveness, can do much to help young people to discriminate for themselves and to prize both the sounder interpretations of life and the sounder practices."

—HENRY NEUMANN.

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Neumann, Henry. *Nobody Loves an Ingrate*. NATIONAL PARENT-TEACHER. This issue, p. 10.

- Charters, W. W. *The Teaching of Ideals*. New York: Macmillan Company. \$2. Chapters I, VI, and X.
- Fisher, Dorothy Canfield. *Mothers and Children*. New York: Henry Holt. \$2. Chapters I-III.
- Mason, Martha Sprague. *Parents and Teachers*. New York: Ginn & Company. \$2. Pp. 113-280.
- Parent Education Third Yearbook, and

- Parent Education Fourth Yearbook. Washington: National Congress of Parents and Teachers. \$1, each.
- National Congress Leaflets. *Character Education, Education for Worthy Home Membership, Founders Day, and Spiritual Training in the Home*. Washington: National Congress of Parents and Teachers, 1201 16th Street, N. W. 5 cents each.

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Do as hundreds of thousands of mothers have done—send for a FREE Wash-up Chart and a cake of school-size Lifebuoy for each of your children under twelve! Children enjoy keeping hands clean when it's a game, with score cards, and ratings! And they learn an invaluable health lesson! For each Wash-up Chart lists the 27 disease germs spread by the hands—And teaches children that Lifebuoy's lather cleanses hands of germs as well as dirt. Fill out and mail the coupon below, today!

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Send me, free, school-size
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HE'S IN FAVOR OF FLAVOR!

That baby of yours may be unable to read a menu, but he has his own ideas about flavor! Heat a savory serving of Heinz Strained Foods and watch him beam with approval. Most infants seem to prefer the garden-fresh taste of the foods Heinz prepares for them.

Heinz uses only the choicest fruits and vegetables — cooks them in closed receptacles — seals them under vacuum in enamel-lined tins. Both minerals and vitamins are preserved to a high degree.

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for products in this issue, please be sure to mention the NATIONAL PARENT-TEACHER, for in this way you enable our advertisers to check returns received from advertisements. Both the advertiser and the NATIONAL PARENT-TEACHER will appreciate your courtesy.

CHILDREN IN THE FAMILY

By Harold H. Anderson. Constructive and comprehensive manual for the training and guidance of children. Thorough and highly practical discussions cover discipline, emotions, habits, responsibilities, nutrition, clothing and health protection—everything that pertains to the welfare and happiness of the child and the family. \$2.00

Good Manners for Boys

By Ralph Henry Barbour \$1.50

Good Manners for Girls

By Inez Haynes Irwin..... \$1.50

D. Appleton-Century Co., 35 W. 32nd St., N. Y.

BOOKSHELF

by WINNIFRED KING RUGG

WHEN the advance number of a pictorial magazine called *BUILDING AMERICA* appeared a year and a half ago, the Bookshelf described it as an aid to high school students in understanding current social-economic problems of the country. Published by the Society for Curriculum Study and Lincoln School of Teachers College, Columbia University, and edited by Dr. James E. Mendenhall (annual subscription \$2, single copies 30 cents, special rates for classes). *BUILDING AMERICA* began with a study of Housing. It continued with eight more numbers, on Food, Men and Machines, Transportation, Health, Communication, Power, Recreation, and Youth Faces the World. Another series of eight was begun in 1936 and will be completed this year. The nine numbers published in the first series have now been assembled in a single impressive volume under the title, *BUILDING AMERICA, Volume I* (\$2.50). William H. Kilpatrick, in a foreword to the collected edition, observes that the work seeks, at the same time, the building of new Americans and of a new America.

The work deals with life as it is lived today and fits into the curriculum demand of progressive schools. Largely by means of pictures made from photographs and by charts, and also by a modicum of text, it shows what America has achieved in facing its problems of living, and leads young people to constructive thinking about improvements for the future.

Among other pleasing aspects of the volume is the high quality of the illustrations and format.

FOR PARENTS AND TEACHERS

The title of Florence Piper Tuttle's book, *PARENT AND TEACHER* (Brattleboro, Vermont: Stephen Daye Press. \$1.50), commends itself immediately to P.T.A. members. The book is made up of informal discussions on about thirty-five questions that parents and teachers are asking themselves and one another in regard to their common responsibility. Here are such problems of the home as the nature of discipline, what to do about movies, such problems of the school as marks, the gifted child and the slow child, and the child likely to be overlooked in a class far too large for a teacher to do justice to. Mrs. Tuttle is at her best in chapters on children's reading. The outstanding merit of the book is the utter freedom from technical lan-

guage. An occasional vagueness may be attributed to the fact that the chapters are intended to inspire parents and teachers to right thinking and better directed effort, rather than to give them exact procedure.

FOR TEACHERS

Directly applicable to teachers' problems is *EDUCATING FOR ADJUSTMENT*, by Harry N. Rivlin, of the faculty of the College of the City of New York (New York: D. Appleton-Century. \$2.25). Dr. Rivlin justifies the existence of his book by pointing out that so much of the literature on mental hygiene has dealt with emotional abnormalities that teachers have found little help in them for the more commonplace problems they have to solve. There is need for a book like this, that applies the positive elements to mental hygiene in assisting children to make good adjustments rather than in correcting bad adjustments. It is preventive rather than curative.

Mental hygiene in the school is properly concerned with the normal child. The teacher can employ it constantly in her instruction, discipline, and social attitude toward the children. She is able to do this when she has become imbued with it, and has incorporated its principles in her point of view so that it influences everything that she does professionally. Dr. Rivlin has undertaken to assist the teacher in doing this by outlining the principles of mental hygiene, showing the causes that create behavior problems, and explaining how mental hygiene can be applied in the classroom.

EDUCATION FOR DEMOCRACY

An interesting and eye-opening little book is *DEMOCRACY IN DENMARK* (Washington, D. C.: National Home Library Foundation. 25 cents). Part I, *Democracy In Action*, is written by Josephine Goldmark; Part II, *The Folk High*, by A. H. Hollman, and translated by Alice G. Brandeis. The book describes Denmark's success in making a democracy a going concern without recourse to fascism on the one hand or communism on the other. The portion that most directly concerns us is that which tells of Denmark's special contribution to education—the folk high schools. These are schools attended for one or two terms by young men and women from the farms and designed to give them, not vocational training, but a cultural point

of view. The achievements of the folk high schools, since Bishop Grundtvig founded the first in 1844, have been remarkable, and their story may be recommended, with no thought of importing wholesale an institution characteristically Danish, as worthy the study of those who are interested in "education for democracy."

...

CARE AND FEEDING OF CHILDREN

Dr. Albert J. Bell's **FEEDING, DIET AND THE GENERAL CARE OF CHILDREN** (New York: Putnam. \$2), has been used by many mothers as a household manual. A new edition (the third) brings the information up-to-date, with revisions, additions, and a more convenient arrangement of the material. Among valuable new features is a chapter on "Some Aspects of Behavior in Early Childhood," by Ada Hart Arlitt. Dr. Bell's advice is conservative and his instructions are conveyed in brief, simple form.

...

For the small boy or girl who wants to make things, A. Neeley Hall has prepared **CRAFT WORK-AND-PLAY THINGS** (Philadelphia: J. B. Lippincott. \$2). Mr. Hall has written much on the subject. His *Home Handicraft for Boys* is almost a classic in its field. This new book answers a demand for something within the grasp of the younger child. It begins with descriptions and illustrations of the working equipment that the little handicrafter needs, and continues from very simple articles like keyboards and clothespin paper clips to interesting activities like making boats of many kinds. The pictures alone almost tell the story.

...

Many anthologies have been made of stories that have been loved by children through generations, not so many of modern stories. To the latter group belongs **STORY PARADE**, with an introduction by Jean Betzner of the Teachers College, Columbia University (Philadelphia: Winston. \$1.50). These stories, with a few poems, have been collected from contemporary sources and are written and illustrated for today's children. A few of the authors represented are Walter de la Mare (with that unforgettable story about super-monkey, Jasper), Eunice Tietjens, Charles J. Finger, Eva Knox Evans, Russell Gordon Carter, and among the illustrators are Lois Lenski, Erick Berry, and Wanda Gág. The collection has wide variety in its subject matter, and high quality in its literary workmanship. Its age limit is about nine to eleven—though no imaginative person, young or old, could fail to enjoy it.

**I SEE YOU
FINISHED
YOUR BOWL
OF CEREAL!**

**SURE, KELLOGG'S
WHEAT KRISPIES ARE
GOOD TO THE LAST
SPOONFUL**



**THAT'S THE
DIFFERENCE
CRISPNESS
MAKES**

Kellogg's Wheat Krispies pack a new thrill in nourishing wheat flakes. There's the wholesome protein of whole wheat. The iron for blood.

Of course, there's the golden-goodness of toasted whole wheat. And in addition, there's a marvelous new crunchiness that no wheat flakes ever had before. Kellogg's Wheat Krispies actually stay crisp in milk or cream. Crisp to the last spoonful in the bowl!

Kellogg's Wheat Krispies are always oven-fresh. Ready to serve. Sold by all grocers. Made by Kellogg in Battle Creek.



Stamp of Merit

The appearance of an advertisement in the NATIONAL PARENT-TEACHER is in itself a stamp of merit. In accepting advertising the NATIONAL PARENT-TEACHER considers the reliability of the product, the reputation of the firm advertising, and the appropriateness of its appeal to the readers. If there is the slightest doubt about any product or company, a careful investigation is made before the advertisement is accepted.

We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

Listed below are the firms advertising in this issue. While every precaution is taken to insure accuracy, we cannot guarantee against the possibility of an occasional change or omission in the preparation of this index.

American Can Company..2nd Cover	
D. Appleton-Century Company	46
Bon Ami Company, The.....	33
Chatham Manufacturing Company	43
Clopay Corporation.....	36
Crosley Radio Corporation, The	42
Eastman Kodak Company.....	25
Fruit Dispatch Company, The..	37
General Electric Company.....	35
Guardian Life Insurance Company of America.....	41
Heinz Strained Foods—H. J. Heinz Company.....	46
Hinds Honey & Almond Cream—Lehn & Fink Products Corporation	31
Hygienic Products Company, The	38
Johnson & Johnson—Baby Powder	27
Johnson & Johnson—Red Cross Products	23
Karo—Corn Products Sales Company	4th Cover
Kellogg's Wheat Krispies—W. K. Kellogg of Battle Creek	47
Lifebuoy—Lever Brothers Company	45
Listerine—The Lambert Company	29
Macmillan Company, The.....	38 & 44
Modess Corporation, The..3rd Cover	
Mutual Life Insurance Company of New York.....	3
National Association of Chewing Gum Manufacturers.....	42
Sani-Flush	38
L C Smith & Corona Typewriters, Inc.	36
Standard Cap and Seal Corporation, The	39

The Congress Goes to Richmond

VIRGINIA, hostess state, and Richmond, hostess city for the Forty-First Annual Convention of the National Congress of Parents and Teachers, May 3-7, are rich in historic interest. Delegates to the convention will also have an opportunity on Friday, May 7, to visit Jamestown, Williamsburg, and Yorktown, which, like Richmond, have played an important part in American history. Mrs. B. F. Langworthy, National President, and Dr. W. T. Sanger, Virginia State President, have arranged for a pilgrimage to these three early centers of American community life, in the belief that a visit to these cities will be a fitting climax to the week's consideration of the convention theme, "The Place of the Home in the Community."

Virginia, the first colony of the English people who were destined to establish an empire on which the sun never sets, originally consisted of the whole vague region along the Atlantic Ocean and back from it the area between Canada and the Spanish settlements in Florida. Later, Virginia played a great part in Colonial America, furnishing many leaders during the Revolutionary period. During this period the Assembly of Virginia attained a brilliancy never gained by an American legislative body before or since.

In developing the theme of the convention there will be a series of panel discussions and conferences led by specialists in the subjects chosen for consideration, and addresses by several of America's foremost educators.

Eduard C. Lindeman, Professor of Social Philosophy, New York School of Social Work, and Director of Recreation Projects, Works Progress Administration, will speak Thursday evening, May 6, on "Modern Trends and Developments in Public Recreation." Professor Lindeman is a con-

tributing editor of the *New Republic*, the *Journal of Social Forces*, and the *Journal of Adult Education*.

Dr. Thomas H. Parran, Jr., Surgeon General, U. S. Public Health Service, will speak Tuesday morning, May 4, on "The Health of the Community." Dr. Parran is President of the American Public Health Association and of the American Neisserian Medical Society. He was formerly Commissioner of Health for the State of New York.

Judge Florence E. Allen, of Columbus, Ohio, will speak at a Tree Planting in honor of the Founders of the Congress, on Sunday afternoon, May 2. Judge Allen was appointed by President Roosevelt in 1934 as the first woman judge of a U. S. Circuit Court of Appeals.

"What Is a Literate Community?" will be discussed by Dr. Forrest Edwin Long, Professor of Education, New York University, at the session on Monday evening, May 3.

From a wide background of religious work with young people, Dr. W. Taliaferro Thompson will speak Sunday evening, May 2, on "Youth and Religion." Dr. Thompson is Professor of Religious Education at Union Theological Seminary, Richmond, Virginia. He was ordained in the Presbyterian ministry.

In addition to these speakers, many other outstanding personalities in the fields of education, health, and welfare, will be heard in the conference groups each afternoon, which will be led by national committee chairmen of the Congress. The convention theme will be developed through addresses and panel discussions at the morning sessions and in the conference groups in the afternoon.

For further information about the convention, write to the National Congress of Parents and Teachers, 1201 16th Street, N.W., Washington, D. C.

BULLETIN BOARD

State Conventions in April, 1937

Alabama.....	at Birmingham, April 21-23
Connecticut.....	at New Haven, April 12-13
Georgia.....	at Savannah, April 12-14
Idaho.....	at Idaho Falls, April 1-3
Illinois.....	at Bloomington, April 14-17
Indiana.....	at Indianapolis, April 20-22
Kansas.....	at Manhattan, April 8-9
Kentucky.....	at Frankfort, April 20-22
Louisiana.....	at Shreveport, April 15-17
New Hampshire.....	at Manchester, April 15-16
Rhode Island.....	at Providence, April 19-20
South Carolina.....	at Charleston, April 27-28
Tennessee.....	at Chattanooga, April 27-29
Wisconsin.....	at Green Bay, April 20-22

March 30-April 3—Annual Convention of the Association for Childhood Education, San Antonio.
April 12-15—Red Cross Annual Convention, Washington, D. C.
April 24-May 1—Boys' and Girls' Week.